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NOT A READY RECKONER.

## PUBLISHER'S DEPARTMENT.

**RENEW!**—We have been obliged to strike off some names because the money for a renewal has not been sent us. We think no teacher after a moment's thought would wish us to give our paper to them. Notice and see if you find a blue mark on the editorial page. We shall give you notice and desire you to renew at least two weeks in advance of expiration, so that your file will be complete.

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## Book Notices.

**GOETHE'S HERMANN AND DOROTHEA** Edited by James Morgan Hart. New York: G. P. Putnam's Sons, 1875. 155 pp. Price, \$1.00.

The present is the initial volume of the series of German classics for American students. The editor proposes to make the series ascend from the easy to the difficult, and to annotate each volume in a manner peculiar to itself, so that while in the present volume the notes relate chiefly to the meanings of words and phrases, in succeeding ones they assume more of a critical and literary character. There can be no doubt of the author's ability and familiar acquaintance with the German language, though often it seems to us that he has barely avoided allowing his learning to interfere with the usefulness of his annotations to the average student. However, the notes are quite full, all grammatical references being omitted. The arguments are very good, and the introduction, which is particularly fine, will well repay perusal. The book must meet with much success, and speaks well for the series.

**THE SANITARIAN.** A. N. Bell, M.D., Editor. There are many valuable articles in the April number which bear upon life and health. We deem it deserving of cordial support.

**SONGS FOR OUR DARLINGS.** S. W. Tilton & Co., Boston.

This is a compilation of the choicest verses by Geo. MacDonald, Geo. Cooper, Marian Douglas, etc. It is a beautiful treasury of songs about and for children. It will help many a mother who wants pure little verses to sing over to her babe. We are glad to see this in so handsome a form; its illustrations are in good taste.

## BOOKS RECEIVED.

*Songs for our Darlings*, (S. W. Tilton & Co.)—Herman and Dorothea, German classics series, (G. P. Putnam's Sons, New York)—First Hundred Years, part seven, (U. S. Publishing Company, New York)—The Junior Class Arithmetic, (Iverson, Blackman & Taylor, N. Y.)—Nature and Life, by Fagbion, (D. Appleton & Co.)—Our Next-door Neighbor, by Bishop Huren (Harper Bros.)—Whip and Spur, by Geo. E. Waring, (J. B. Osgood & Co.)—Nature and the Bible, by Prof. Dawson, (Robert Coru & Bros.)

*Little's Living Age*—Cleveland Public Schools—National School of Oratory—Chicago Public Schools—Common School Watchman & Reflector—Sanitarian—N. E. Journal of Education, Dartmouth—Maryland Journal of Education.

**A STRANGE CLOCK.**—A strange clock is said to have once belonged to a Hindoo prince. In front of the clock's disk was a gong swung upon poles, and near it was a pile of artificial human limbs. The pile was made up of the full number of parts necessary to constitute twelve perfect bodies, but all lay heaped together in apparent confusion. When the hands of the clock indicated the hour of one, out from the pile crawled the number of parts needed to form the frame of one man, part coming to part with quick click; and when completed, the figure sprang up, seized a mallet, and walking up to the gong, struck one blow. This done, he returned to the pile, and fell to pieces again. When two o'clock came, two men arose, and did likewise; and at the hour of noon and midnight the entire heap sprang up, and marching to the gong, struck, one after the other his blow, making twelve in all; then returning, fell to pieces as before.

At the meeting of the American Association for the advancement of Science, which took place in Hartford last August, Dr. Brocklesby read a paper on the relation between sun-spots and rain-fall, a question which has attracted much attention among men of Science for several years. By a careful comparison of tables extending from 1804 to the present day, he proved that so far as trustworthy observations have been made throughout the limited States, they point to a connection existing between the variations in the sun-spot area and those of the annual rain-fall.

Since the publication of the essay in the Proceedings of the Association, the Doctor has received many interesting letters from different parts of the world, including a complimentary communication from the French Academy of Science, and valuable observations of Canadian scientists upon the connection which has been observed between the sun-spot cycle and the alteration in the level of the great lakes. "Nature," the popular scientific weekly of England, mentions the article as one of the most important contributions to meteorology made by the Association.

**AIR IN CLOTHING.**—Dr. Pettenkofer states that of equal surfaces of the following materials he finds them permeated by various quantities of air (the most porous, flannel, such as is used ordinarily for clothing, being taken at 100), thus: "Flannel, 100; linen of medium fineness, 58; silk, 40; buckskin, 58; tanned leather, 1; chamois leather, 51." Hence, if the warmth of cloth depends upon the degree in which it keeps out the air from our bodies, glove kid must be 100 times warmer than flannel, which is well-known not to be the fact. Clothing is required not to prevent the admission of air, but to regulate it so that the nervous system shall be sensible of no movement in the air.

**DYNAMITE.**—By boring an auger-hole in the middle of a stump of a tree that has been felled, or diagonally beneath it, and exploding therein a small charge of dynamite, the stump is so effectually shattered and split up as to render its subsequent removal easy. Also a small cartridge of dynamite exploded on the surface of a boulder will effectually break it up into small fragments, easy of removal.

## THE FITCH DIAMONDS.

ONE of the most curious pieces of legislation in the last United States Congress was a resolution regarding the wedding present of a diamond necklace and earrings from the Khedive of Egypt to Gen. Sherman's daughter. The resolution does not exempt the present from duty; but merely authorizes her husband, who is an officer in the United States service, to accept it. After this became a law, it was found that the government was still entitled to the duty, and that was exactly what the resolution was intended to avoid, but the terms were insufficient. When the defect was known, another resolution was offered, and it would have passed, but Gen. Sherman went to the Capitol and protested against it as a riddle of foolishness. He said he did not want any resolution passed making the diamonds free of duty.

Engineer Fitch has not the money to spare to pay such an enormous amount of duty as is required, and his wife would not be apt to wear the necklace under any circumstances. Gen. Sherman is not a wealthy man, and cannot support such extravagance.

The present is now in custody of the collector of the port of New York, where it will no doubt remain till next winter, when something will be done about it. These diamonds have been subject to so much talk and inspection that almost their exact value is ascertained. Their value is not \$400,000, as has been asserted, or anything like it. They are worth \$65,000 to \$70,000 gold, and the duty on them is about \$17,500.

## VALUABLE FARM SEEDS GIVEN AWAY.

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## WHEELER &amp; WILSON'S SEWING MACHINES.

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PERSONS answering any advertisements in this periodical, will please state that they saw the advertisement in the NEW YORK SCHOOL JOURNAL. This will be esteemed a favor both by the advertisers and the Publishers of the JOURNAL.

## "A DROP OF JOY IN EVERY WORD."

FLEMINGTON, Hunterdon Co., N. J., June 26, '74.  
Dr. R. V. PIERCE, Buffalo, N. Y.: Dear Sir—It is with a happy heart that I pen these lines to acknowledge that you and your Golden Medical Discovery and Purgative Pellets are blessings to the world. These medicines cannot be too highly praised, for they have almost brought me out of the grave. Three months ago I was broken out with large ulcers and sores on my body, limbs, and face. I procured your Golden Medical Discovery and Purgative Pellets, and have taken six bottles, and to-day I am in good health, all those ugly ulcers having healed and left my skin in a natural, healthy condition. I thought at one time I could not be cured. Although I can but poorly express my gratitude to you, yet there is a drop of joy in every word I write. God's blessing rest on you and your wonderful medicines is the humble prayer of Yours truly,  
JAMES O. BELLIS.

When a medicine will promptly cure such terrible eating ulcers, and free the blood of the virulent poison causing them, who can, longer doubt its wonderful virtues? Dr. Pierce, however, does not wish to place his Golden Medical Discovery in the catalogue of quack patent nostrums by recommending it to cure every disease, nor does he so recommend it; but what he does claim is this, that there is but one form of blood disease that it will not cure, and that disease is cancer. He does not recommend his Discovery for that disease, yet he knows it to be the most searching blood cleanser yet discovered, and that it will free the blood and system of all other known blood poisons, be they animal, vegetable or mineral. The Golden Discovery is warranted by him to cure the worst forms of Skin Diseases, as all forms of Blotches, Pimples and Eruptions, also all Glandular Swellings, and the worst form of Scrofulous and Ulcerated sores of Neck, Legs or other parts, and all Scrofulous Diseases of the Bones, as White Swellings, Fever Sores, Hip Joint and Spinal Diseases, all of which belong to Scrofulous diseases.

**THE CARILLON.**—The "Carillonus" was at one time a common style of church music, particularly in Holland, before the introduction of the organ. The Carillon consisted of a great number of bells, hung in the church belfry, forming a complete series or scale of tones and semi-tones. The Carillonus, or performer, worked hard. There were pedals communicating with the bells upon which he played with his feet, while the hands performed upon the upper species of keys, which were formed by projecting sticks, wide enough apart to be struck with violence and velocity by either of the hands edgewise, without being liable to hit the adjoining keys or pins. The performer had a thick leather covering for the little finger of each hand, else he could not endure the pain caused by the percussion to the naked hand. The Carillon is now out of use, the nearest approach to it being the modern chime of bells.—*Exchange.*

**MAGNET MAKING.**—A horseshoe magnet is the best, as, by keeping the keeper placed upon the poles, the magnetism may be preserved longer than that in a bar magnet. It will be necessary, however, to have a magnet in order to make one, unless a battery and helix can be obtained. The simplest way to make the magnet will be to stroke it from one end to the other end with one extremity of the magnet previously obtained, the stroking always being made in the same direction, and the parent magnet being lifted off after each stroke and brought back to the first end again. After having passed over the bar twenty or thirty times in this way, it is to be turned over, and the same operation performed on the other side in the same direction. The bar will then be found to be permanently magnetized, if of good steel. The end at which the magnetizer leaves it always possesses the opposite magnetism to that of the pole with which the stroking is performed. There are many other ways of making magnets, but this is the most simple.

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## THE RIVAL SCHOOLMASTERS.

BY PAUL.

## CHAPTER I.—AT COLLEGE.

THE chapel bell rings; it is five o'clock and the morning is clear and cold. The students issue from North College, South College, and Middle College. As they leave their rooms they seize their coats and vests, and put them on as they descend the stairs. Not a few curses are heard as they walk over the ice, and enter the chapel. This is dimly lighted with a few lamps, and on the platform are seen the professors, with pencil and book to mark the absentees. The president stands at the desk, and as the last stroke of the tolling bell is heard, commences to read to the impatient audience. Some are half-asleep, some half drunk; they have just come from the city, where they have attended the theatre, and afterward keeping themselves awake, have returned to the college, have done just what the astute teachers supposed they could not do. Some are bright-eyed as the morning stars that shine so brightly in the clear sky. There is at all events but little attention to the chapter in the New Testament that is read to them, or to the long prayer that succeeds. As "dismissal" is pronounced a rush is made for the door. The Freshmen who sit nearest, show an anxiety that is truly remarkable; the coming body of Sophomores propel them down the icy steps, and behind them are the juniors—each class cross to be got out of bed so early in the day, and ready to vent spite on those lower in dignity. So that each prayer time is succeeded by efforts to clear the room, the hall, the steps, in the shortest space of time possible. Woe be to the stragglers; a kick from behind admonishes him as no cold proverb could.

Two young men walk away leaning on each other. Philip Jennings was the elder and tallest; the one who wears the striped calico dressing gown is Peter Newling. They occupy room No. 12 in the North College, and to it they hasten. The friendship that started between these young men was something quite pleasing to the looker-on. They sat together at recitation; they strolled together in the fields.

"Quite attached to each other you young gentlemen seem to be," said Prof. Winchester, the chemical teacher, on his visit to their rooms. Wearing spectacles with gold frames, iron gray hair, a cloak thrown about his tall spare form, a face without expression, save in the keen restless eyes that looked from one to the other of the two students; he continued:

"I never saw you apart, where one is there is the other; and only last week I think you both could not tell me the mode of formation of pyroligneous acid, hey?"

"Yes, Professor, we are quite friendly they say, and it is because we cannot quarrel. One never gets in the other's way. What Peter wants I don't want. That's all the reason."

It was a small apartment they occupied, high up in the stone building. It overlooked a broad valley, white in the winter, green when the summer sun shone on it. It was plainly furnished; a stove, four chairs, a table, a few shelves, and carpet, no curtains. The bedroom was yet simpler, a bed was there only. Nothing is simpler than "boarding themselves." Into the stove oven a few potatoes are put to bake; into a basin on the stove a few links of sausage are cooked to a perfect brown; bread and butter, and the repast is complete. Peter would one week wash the dishes, and the following week his place would be taken by Philip.

On commencement day the two friends were now together on the "scheme." "*Proximus ascendat videret, Newling*," was followed by "*proximus ascendat videret, Jennings*." There was the array of girls from the village who gazed on the young heroes that were en route for colchis. The speeches over they were summoned as a class to receive the diplomas, written out in formidable Latin, declaring each and every one to have achieved to the fearful eminence of Bachelor of Arts. This speech was in Latin, and could only be understood in those words, which resembled very closely the very ones used in their daily speech, "*Dignitas*," "*laborem*," "*studiosum*" and "*difficilis*,"—yes, they comprehended it. The diplomas each tied with a blue ribbon, were respectfully taken by the graduates, as a supposed key to the vast "world" that was awaiting their coming to unlock its gates of treasures of honors, or its hidden secrets.

"Now Philip, what are you going to do? As for me you know I'm going to teach for a few years, until something turns up. You have got a relative who will take you into partnership, make you rich, you will marry a beauty, have children, ride in your carriage, and have a big monument when you die. I shall tug away at the oar all my life. I doubt if I ever get enough to own two suits of clothes at once."

"But, Peter, I don't think so. I feel very much afraid to go to my 'relative.' He don't fancy me, nor I him. He is a

queer man. He does not look on a young man with any but feelings of aversion. I can never love him."

"But you may marry his daughter. He has one, has he no? Seems to me I saw a young girl there—that was three years ago. She is now about 18. Just the thing! Peter, your fortune is easily told."

"I cannot bring myself to like the notion of meeting that stern man. There is something hidden about his life and history, that when unfolded will frighten every one. I shall not forget my staying over night in his house. It is a large old mansion, across the river, in New Jersey. There is a high wall around the grounds—and inside all is desolation, and neglect. Not a sound was heard in the house. It was dead silence, except at night. Then such a rustling around the rooms, as though thousands of beings clad in gossamer garments were marching through the rooms, walking through the walls, passing through the doors, floating along in an endless procession. I could almost see them. What I have heard since about the 'spirits' leads me to believe there was a camp meeting held there by them that night."

"So he is your uncle's cousin, is he—that is all, hey?"

"Yes, and that is all the relation I have. I don't know where either of my parents lived or died. And my uncle, who is dead, knew, or said he knew, nothing about them. I am a stranger in this country."

"And now Philip, I shall be to you all that a relation can be. We will be two brothers, and 'forever and a day' feel only love for each other. You shall write me, and I will write you, and nothing shall come between us."

And who can measure the depths of unselfish friendship, what will it not do? How long will it not last? And yet what slight things will break it and cause it to disappear like a snow-flake beneath the wave.

## EDUCATIONAL EXTRACTS.

(From *Hailman's History of Pedagogy*, by William Hinkle & Co.)

NOT so with the blunderer in educational matters, whose material lives and grows, and, in consequence of his mistakes, may live and grow into misery and crime. Such a blunderer becomes a curse to society, and should not be countenanced. Indeed, it is no hyperbole if educational empiricism, in the family as well as in the school, is designated as "murder of the innocents." The future teacher is examined in a number of arts and sciences, but little or no heed is given to his or her proficiency in educational principles and in pedagogic skill. The training of the youngest pupils, most easily impressed for good or evil, is still, in the majority of cases, entrusted to the least experienced, for the sake of economizing expense. For the teacher specifically, however, it deals mainly with the intentional systematic influence exercised by older individuals of the race upon younger ones, with a view of fitting them for life. The aim of Chinese education is the faithful transmission of old established views and facts—the strict training in old established usage. Morally, the aim is decorous conduct, but not moral strength and moral feeling. Telling and showing, strict discipline, and constant watchfulness constitute the task of the Chinese teacher; attentive listening, careful memorizing, faithful imitating, punctual and prompt reciting make up the business of the learner. Thus, reading is taught in the following manner: the book, entitled "*Key to the Regions of Classical and Historical Literature*," is opened, and the teacher commences to read. The pupils, each one of whom has a book, repeat every word uttered by the teacher, pointing to the word with the forefinger, and looking intently at the printed symbol. Only one line is read, and this is repeated until the pupils have caught the pronunciation of every symbol, and are enabled to read the line without the teacher's assistance. After this, they must learn it by heart. This they do in a loud voice, each boy calling out the sounds to himself, until they are impressed upon his memory. As soon as he knows the line by heart, he brings his book to the teacher, turns his back upon him and recites the line. Then the teacher proceeds to the next line, until the whole book is learned by heart. No attention is paid to the meaning of the words and sentences, so that the pupil may read the whole book fluently, without the least understanding of its contents. Similarly writing is taught. The copies set by the teacher, are placed under translucent paper, and the pupil follows the lines of the copy with his brush, until it is found he can write independently.

Greek education aims at external and internal beauty and goodness; physical and psychical vigor, health, and energy; the harmonious culture of all the powers of body and soul. From Homer's occasional pictures of family life, we gather that, during the heroic age, education was to a great extent patriarchal. The children were attached with filial piety to their parents. The father taught

his son by example and precept, imparting to him physical vigor and skill, and an intensely religious disposition. Similarly, the mother educated the daughter into a skillful and virtuous housewife. The principal object of Spartan education was the maintenance of the existing political system, the perpetuation of the supremacy of the ruling class, or caste. Hence physical strength and warlike skill were the leading objective points. Intellectual culture was confined in Sparta almost exclusively to music; and, even here, the burden of the songs and hymns was mainly of a moral and religious character, tending to arouse and to strengthen valor and patriotism, or to glorify the gods. In the selection of his pupils, Pythagoras was exceedingly careful, inquiring minutely into all the details of their character and disposition, especially their susceptibility and obedience. The school itself consisted of two courses, the exoteric and the esoteric course. The time of education comprised usually five years, from the 12th to the 17th year of age. During the first three years the pupils were in the exoteric course. During this time they received little direct attention; they listened and obeyed, learned what they were taught, and were not permitted to ask any questions, even when they desired explanation. The master delivered his discourses to the esoterics in a room separated from the exoterics by a curtain, so that the latter were not allowed to see him or to have personal intercourse with him during the hours of instruction. At the end of the three years, they were subjected to a rigid examination, and, if they proved to be sufficiently docile, if their powers of attention and memory enabled them to follow a discourse, if they had the passions under full control, they were admitted to the esoteric circle, and to full communion with the master. The pupils spent their whole time at the school, and formed a kind of family, that defrayed its expenses from a common fund, into which the pupils deposited their fortunes on entering the school, and which was administered by the pupils themselves, through the medium of officers whom they selected. Athenian education was a common affair of the family and of the state. The wealth, insight, and good will of the father determined to what extent his sons might avail themselves of public or private educational institutions. Compulsory education, like that of our time, did not exist; the state was satisfied with offering to the rising male population gratuitous instruction, and with exciting in all parents a lively interest to let their sons avail themselves of this instruction. We find at an early period, elementary schools in which boys from seven to 12 years old were taught the arts of reading and writing, and received instruction in literature and arithmetic; these were, probably also maintained at public cost. There can be little doubt that these elementary schools were especially instrumental in adding intellectual culture to the curriculum of the gymnasia, which became the public schools for the boys from the 12th year of age upward.

Athenian education aimed at a harmonious development of all the powers; it would produce independence of character, self-confidence; it required careful observation of circumstances and of person, vigor and prudence, energy and wisdom; it would make the Athenian patriotic and brave, a lover of liberty and of virtue, of science and art, of the good and the beautiful.

## PUBLIC OPINION.

## THE HIGH SCHOOL QUESTION.

THERE has developed a restless desire to make the common schools something more than nurseries of intelligence and morality, and gradually to extend their sphere into the academical regions; whereby the taxpayers, who only agreed to teach all the elementary studies, now find themselves laid under the burden of providing an academical course for the whole mass of the youth of our cities. Friends, as we always are and intend to be, of a liberal education, and uncompromising in our support of the common school system, we yet find ourselves unable to agree to the propriety of making our schools what they were not designed to be, thus placing so heavy a burden on the taxpayer that a danger of opposition, so strong that it may end in overthrowing the whole system, is felt now by the best friends of the common schools.

Our desire is to secure through the medium of our schools what Edward Everett called a good education for an American, to wit: The power to read and write the English language correctly, and a practical knowledge of the four fundamental rules of arithmetic. For supplying a knowledge of the higher branches of learning, the languages—or any of them—we think the public schools are not the place. And the introduction of that question into the already overloaded struggle must place another obstruction in the way of retaining our schools at all. For these reasons, and without going farther into the subject now, we are opposed to loading the taxpayers who only consented, in the first instance, to supply a rudimentary education from the public

purse, with the burdens of a universal collegiate course of schooling. An excellent reason for keeping the public schools strictly to the original plan may be found in the fact, that the effort now made to confer the higher education in them is so incomplete and tawdry that the course is more apt to turn out a half-educated youth than a practical common-sense man. "A little learning being a dangerous thing," the aim should be not to spoil boys with just enough schooling to make them supercilious, haughty, discontented and laughable, but to make them men of intelligence; to put within their power the means of self-improvement; and to so make them useful members of society, rather than charlatans, incapable of good, and only illustrative of incompleteness and immaturity of either culture or capacity. —Harrisburg Telegraph.

#### A SHORT CHAPTER ON ECONOMY.

Nobody doubts that economy should be classed among the virtues. But I've seen economy that was really parsimony, then I called it vice. I've also seen very poor economy, and I called that a mistake. True economy blesses, while sham economy curses humanity.

When I was a lad, either poverty or economy made me the unhappy possessor of an old jacket. The material of which it was composed had been in our family for two generations at least; and there was a family legend that it originally came England along with John Endicott, on the broad shoulders of one of my great great grandfathers. "Change is written on the tide," so it was on that venerable piece of kersey. As an overcoat, with more capes than can be found on the coast of North America, it had served my father for a quarter of a century. Then it was made over for my brother Bill; and, after his person and pride had both grown beyond it, the garment descended, in regular order, to a brother named after the prophet Elijah; and so on, in due time, to myself.

Now Daniel, when he was cast into the den of lions, was a happy man compared to me (Dan. D. Lion) when I first realized that I was to be thrust into that ancient jacket. It was moth-eaten, rusty, crusty with dirt, and weather-stained. I can't say it was ragged, but it was sadly frayed about the seams and edges, and so patched by my careful mother that it resembled Joseph's coat of many colors, except as a handsome and valuable article of dress. If Joseph had been presented with a coat like that, he'd have thrown himself into the pit, or voluntarily sold himself to the Egyptians for a better one. As for me, I ran away in my shirt sleeves, determined to sell myself for daily bread, quite willing to run the risk of obtaining decent clothing. I was pursued, captured, and carried back, of course; and the house was divided on the subject of that jacket. My economical father advised extensive additions and repairs, after which he thought it would do very well during my time, and perhaps, last for another generation. My mother—true economist—wanted to merge it into a rag-carpet. My sister Betsey said, "bury it!" I voted unanimously to burn it. But father John "ruled the roost;" so the garment was furnished with new sleeves and linings; 'twas pieced out at bottom and lengthened at top; two rows of bright bell buttons were paraded along the front; in short, more money was expended on the old thing than a substantial, plain, new garment would have cost. I outgrew it in a single year; and finally, as three girls followed me in the family, and as they did not wear jackets in those days, it was cut to pieces and incorporated in a rag-carpet, as my mother had at first suggested. Now, this sort of economy is a great mistake, to say the least of it. I experienced it as a boy; I see it practiced and hear it advocated as a man. I know an old school-house in one of the most populous of our downtown wards. This venerable structure has "come down to us from a former generation." Constant and frequent repairs, new brick and mortar, wood and iron, and brass, paint, putty and whitewash, applied at vast labor and expense, have "bounteously lengthened out its span of existence, that it might behold this gloriously enlightened day." It was built in the mud, with no proper foundation; no cellar was excavated under it, and its lowest floor is laid about twelve inches above the virgin earth. In that earth ten thousand families of rats, more or less, burrow; and they make their nests beneath the walls, and between the floors and ceilings of this time honored edifice. The whole building is overrun with these interesting mammals; it is truly remarkable to witness the terms of familiarity on which these representatives of the rodentia would fain mingle with the children of the Primary Department.

The children come, the children go; but rats stay on for ever. The rats appear to be older than the building, and that is fifty years old at least. Though it has frequently been enlarged, it is not half large enough. It has been lengthened, but not strengthened. A third story was added about twenty years ago; but any man possessed of sanitary sense would aver that it should have been added at bottom

instead of at top. It never possessed any means of ventilation, save those afforded by open doors and windows. It reminds me of my old roundabout, at the time when my father said "repair and add to it;" mother said "pull it to pieces," and I said "burn it up." But, it is now seriously proposed, as a measure of economy, to expend about fifty thousand dollars on this venerable relic of a by-gone age, in most extensive repairs and additions. The school officers of the — ward request that it be pulled down, and whatever good material it may contain be used in the construction of a plain, substantial, commodious, well ventilated school building, which would probably cost about one-third more than the old one repaired. What kind of economy will finally prevail in this case remains for the Hon. Board of Education to determine, and for the citizens generally to criticise.

DAN D. LION.

### Collegiate Department.

WILLIAM L. STONE, Editor.

All communications designed for this department of the paper must be addressed as above.

#### THE REGATTA.

[By Telegraph.]

SPECIAL TO NEW YORK SCHOOL JOURNAL.

HARTFORD, April 7th, 1875.

THE Rowing Association of American Colleges have accepted Saratoga Lake as the place for holding the next regatta, on certain specified conditions. The question, therefore, may be regarded as settled.

J. H. B.

#### THE COLLEGE WORLD.

TRINITY.

The new Trinity College building, at Hartford, Conn., will, it is said, be one of the most imposing edifices in this country. The general plan of the building, of which W. Burges, of London, is the architect, is a quadrangle, 1,050 feet long by 376 feet wide, divided into four court yards of nearly equal size, containing altogether about four acres of ground. The style of architecture is early English gothic, and the tower—240 feet in height—which rises in the centre of the building, closely resembles the Victoria Tower of the new Houses of Parliament. This vast pile is to contain dormitories for 300 students; a chapel, a library, a museum, a dining hall, a theatre, and an astronomical observatory, and dwelling-houses for the Faculty, besides recitation rooms. The greater part of the building is but two stories in height, and where the third story is added, it is partly included in the roof, with dormer windows. Frequent towers, differing in height and form, prevent the length of the building from having a monotonous appearance, and a number of spurs and turrets give variety to the sky line. The contract calls for the completion of the whole building in April, 1877.

#### BOATING MATCHES.

At a meeting of the boat club, held in the Latin recitation room, March 16th, McKennan, Hooker and Scudder '75 were appointed to see about procuring a shell for the University crew. The Treasurer reported all debts paid and two dollars in the Treasury (applause). The monthly dues were reduced to twenty-five cents. McKennan was elected Vice-President. The Sophomore crew think strongly of challenging Wesleyan '79 to row them a race some time during the present term. In case such a contest can be brought about, Hooker, Sherman, Kurtz, Prout, Lewis and Hurd will represent Trinity. This is a very fair crew, and as our Middletown friends always have good boating men, an exciting struggle may be expected.

#### PRINCETON.

About three years ago the Directors of the Theological Seminary at Princeton voted that an alcove should be prepared in the library building, which should be called Alumni Alcove, to contain such matter as has been or might hereafter be published by the graduates of the institution. The librarian, Professor Charles A. Aiken, has issued a circular extending an earnest invitation to living Alumni, and representatives of such as may be deceased, to forward for the above end such publications as they or their ancestors may have produced. Princeton College also contains such an alcove, and it is quite remarkable that nearly every book or pamphlet published prior to A. D. 1800, has been secured.

#### A DIG AT THE AMHERSTERS, BY A SARATOGIAN.

The following article from the *Daily Saratogian* is none too severe. In truth, the conduct of the Amhersters last summer, in this whole matter, has been most reprehensible. We are glad—to use a bucolic expression—that they are at last "coming to their milk." Indeed, it was high time; for they have overdone the entire thing, and we are accordingly glad that they are so capably taken off by the *Saratogian*:

"The determination of the Amhersters to 'see for themselves' is something which we cannot too much commend. Let them adhere unflinchingly to that resolution. Nor can we enough admire the pugnacious way in which they double up their fists and pronounce their insatiable desire to 'fight Saratoga.' No John Morrissey shall daunt them. They will see him in his 'hell' first. John need not think that he can keep them from 'prying into the Eleusinian mysteries,' because they want to see this thing for themselves, and then, when they get into a convention of college boys where the members 'have just ability enough to count,' an Amherster shall rise up, and, with all the terrible and sophomoric earnestness of one who 'has seen for himself,' who has bearded the 'tiger' in his gilded lair, shall give John Morrissey's 'hell' blazes. We fancy we see that pious little boat's crew of Amherst adolescence, with teeth set, muscles tense, and uncompromising resolution written on every lineament of their countenances, marching down Congress-street to the Club House, and calling the sturdy warden thereof to throw open the gates and let us Amhersters in 'to see for ourselves.' And then we think we see 'John' appear, and in the gentle tones for which he is noted, invite them in.

"And then we can imagine how those poor victims are beguiled. First, they are taken into the reading room, and as 'John' shows them all the religious papers on file, he passes them some fragrant cigars, and tells them some of his interesting experiences while Member of Congress, to which they listen in rapt attention. And before they know it, they are seated at an elegant table where all the delicacies of the season are spread, and choice meats and viands of every description are offered them. The poor fellows succumb. They taste the trout and sip the nectar, and their tongues are loosed. They quote Thucydides and Homer to 'John,' and remind him how the Greek gladiators used to do it, and how Achilles and Priam, and the rest of the old boys, had their tussels around ancient Troy; and about the Olympian games, and the races, and the chariots, and the circus, and all that classic truck. John listens blandly, and passes more nectar, and the symposium waxes glorious. Then one little Amherster steals up to John's side, and clapping him on the shoulder, says: "Mr. Morrissey, (*hic*) we came here to 'fight Saratoga,' (*hic*) and more especially (*hic*) to 'see for ourselves.' Now, come, old Ajax, you're a (*hic*) good fellow, just show us your little game." Then John 'shows them.'

A few hours later, as Bernstein plays the last waltz for the tired dancers at Congress Hall, that boat's crew files out of the Putnam street entrance to the 'hell,' but as they bid 'Ajax,' as they now call him, good night, one of them, the spokesman of the party, lingers behind, and we overhear him ask Ajax for the loan of fifty dollars 'till they hear from home.' John hands him a hundred dollar bill, and the party meanders away singing something about

"Rixæ pax et soala  
Reubentis puellæ."

They have 'seen for themselves;' but alas! alas! the trail of the serpent is over them all. Like all the rest of the college boys, they are lost, lost forever!"

#### SEMINARY OF OUR LADY OF ANGELS.

The Library has been "closed for repairs" during the past two weeks. Of late, there have been many new and valuable additions to the already massive pile of books, and it was found necessary to enlarge the shelving. Some other desirable changes have been made, among them a full set of inside shutters—excellent improvements, we think, on the late yellow curtains which were ever "flirting with the breezes." The changes are now completed, and the Library, as it looks to-day, presents a very compact and tidy appearance. That picture of Geo. Washington could, with much grace, relinquish its peg to a less antiquated edition; but it seems that the man of small-hatchet and cherry-tree fame is doomed to our archives. Up to the present time, the shelving only covered two walls, but at present it runs entirely around the four walls. We cannot give the faintest idea of the number of books in the library, as it seems that no one is rightly settled on that point, but a person, who is a tolerably good guesser, says that there are six thousand volumes there. We need not add that all donations to the library are thankfully received. If every student gives a book every year, we could soon count a first-class library.—*Index Niagarensis*.

## UNIVERSITY OF VIRGINIA.

We cordially welcome the *Virginia University Magazine* to our sanctum. We have, when editor of the *College Review*, passed many pleasant hours with this periodical, but since the *Review* has been merged with the N. Y. SCHOOL JOURNAL, it has been a less frequent visitor. It is, however, always welcome. The *College Spectator*, also, published at Union, thus cordially speaks of it: "The *Virginia University Magazine* comes to our table for the first time. It is one of the best college publications that we receive. The literary articles are far superior to any that have come to our notice, from college journals, for some time. 'By My Fireside' is a reverie written in a charming style, and is rich for its word-painting; it is, we think, the best; yet 'The Flower of Love Lies Bleeding' claims great credit. The only criticism that we would make, if we were disposed to make any, would be that more space be taken up with editorials. There is nothing of this kind of work, to speak of, in the magazine. A well-conducted editorial department, which is the work of the editors, goes far in raising and maintaining the standard of any journal."

## UNION.

THE following items are taken from that excellent sheet, the *College Spectator* for March:

MR. KIMBALL, the gentleman who has been giving instruction for the past few weeks in the Gymnasium, and who has performed his duties so well, is to be engaged as an instructor in gymnastics. The choice is a good one. The Gymnasium has lately been very well fitted up with a great deal of apparatus, and before long classes may be formed, and an hour or so required to be spent in the Gymnasium daily.

THE prize examination in Latin of the Junior and Sophomore classes will come off during Commencement week. The prizes are offered by Dr. Lowell, and will be given to the Junior who will read most fluently and elegantly at sight from some one of the philosophical works of Cicero; to the Sophomore who will pass the best examination on the work of the present term: the Satires and Epistles of Horace.

PROFESSOR TUCKER has built a new office and laboratory in connection with the College.

THE students of 1874 propose to erect a tablet in the College Hall to the memory of Joseph Nebbs, late janitor, who served the institution nearly thirty years.

DR. H. C. EVARTS ('73), late resident physician at the Albany Hospital, is in successful practice at Passaic, N. J.

A NEW private Laboratory, with the most perfect specimens of *Materia Medica*, and a micro-photographic gallery for the illustration of Pathological Anatomy, have been added to the means of instruction.

## THE REPORTED OPINION OF DR. CROSBY, IN REFERENCE TO INTER-COLLEGIATE BOAT RACES.

HE must be a bold man who would venture to oppose or question the opinion of such a man as Dr. Crosby—a man, who, by a long life of usefulness and honor, has shown us how good integrity is, and how much we are indebted to old fashioned truth for a large part of the happiness there is in the world. And yet, with all due deference to his learned attainments, his generally good judgment and his excellent character, we may well question the soundness of that opinion—if he has so expressed himself. He advocates, so it is reported, inter-collegiate contests of oratory. But, it seems to the writer, that Horace's adage—"Mens sana in corpore sano"—is the only sound rule of action; and, under all ordinary circumstances, attention to physical health is the first requisite and the only way to attain mental health. If boat races lead to severe regimen and self-restraint—if they tend to develop a hardy, muscular condition of body—we may be well assured, while intellectual culture is going on at the same time, the latter will receive no detriment, but, on the contrary, be very materially aided by the former. If this boat racing should lead to vulgarity and bad habits, to the neglect of college duty, it would be another matter, but this is not necessarily the case; and there is, probably, no mode of exercise which so thoroughly develops the muscles of the body as rowing. Certainly the evil in our day, among young men, does not lie in the direction of too much physical exercise; and, if the present writer were given the choice—whether boat racing in the open air or a gymnasium in an enclosed building should be taken, he would certainly give his preference to the former. Physicians will tell us, and truly, that exercise in the open air has more to do with health than any other one thing, and man has only to try it to be perfectly sure that what these men say is right.

We deem, then, this opinion of the Doctor's—if so expressed as to be detrimental to the racing—to be unfortunate, not that it will injure the racing, but because he is

entitled to so much consideration in other regards. We deem the course of President Barnard as much wiser. But all men are liable to errors, and, we think, in this matter, he has erred. His true course, and the course of all wise educators, we consider to be to encourage in every way manly sports and exercises among our youth.

ALPHA.

## UNIVERSITY OF PENNSYLVANIA.

GEO. W. NORRIS, M. D.

At the annual meeting of the Society of the Alumni of the Medical Department of the University of Pennsylvania, held March 11th, 1875, the following resolutions were unanimously adopted:

*Resolved*, That this society receives with great regret the announcement of the death of its Vice-President, George W. Norris, M. D., as that of one of its best, most valued, and most venerable members, bearing a name most honorably associated with the history of the University of Pennsylvania and of the Pennsylvania Hospital, and long recognized as that of one of the most devoted, trustworthy and distinguished of the hospital surgeons of Philadelphia. He has presented an unusual example of professional and scientific integrity, and conscientious obedience to the obligations of his position, not only in regard for the true interests, alike of patients, professionals, associates and pupils, but in his careful and intelligent use, as a writer and teacher, of his rare opportunities for advancing surgical knowledge.

Those who knew him best will long cherish with affectionate respect the memory of his upright and manly, but unobtrusive character, his dignified and firm but ever just and gentle spirit, and his genial and sympathizing nature.

They cannot forget that in his personal and private, as well as his public relations, he has created a large circle of friends, who must regard his loss as a personal bereavement, even more than a public calamity.

*Resolved*, That the sympathy of this society is hereby respectfully offered to the family of the deceased, and that a copy of this minute be conveyed to them on behalf of the society.

HORACE Y. EVANS, Secretary.

## THE SCHOOLMASTER IS ABROAD.

LETTER NO. I.

(Seven nights among the spirits at the home of the Eddy Brothers—Friends and relatives seen and recognized—Lectures and concerts given by the dead—The grand mystery of life—The wonderful phenomena of the nineteenth century—"There is no death—What you call death is simply a change from a lower to a higher condition of existence, and I feel sad to think how little people know of the beautiful spirit life!"—Extract of speech of spirit George Dix.)

THE public schools of Vermont having closed for the usual spring vacation, and being in the vicinity of Chittenden, the home of those renowned mediums, William and Horatio Eddy, I concluded to pay them a visit, and have ocular proof of the great question that is now agitating all classes of society, therefore for the benefit of the readers of the SCHOOL JOURNAL I propose to give my experience among the spirits in a series of letters. I shall simply state what I saw, and what I heard—no more. As a preliminary I shall write first of the Eddy's and their surroundings. The homestead is an old fashioned farm house, two stories high, painted brown, and having an extension in the rear, likewise two stories high. The seance room is on the second or upper floor of this rear extension, and having but one entrance, and three windows on the south side. The closet for materialization of spirits is at the west end of the room, and is only an ordinary pantry walled in, in other words lathed and plastered, three feet wide and six long, having an old army blanket hung over the entrance to exclude the light when the medium is sitting within. There seems to be no possible way for either outsiders or insiders to render any aid or help by collusion.

There is a rostrum extending across the room in front of this sanctum, with a railing three feet high. As I said before, the homestead is an old fashioned affair, and is located among the Green Mountains, seven miles northeast from Rutland, Vermont. There is a small farm connected therewith, and for romantic and charming scenery, the location is hardly excelled by any other spot in New England. And well is it styled *Spirit Vale*. The family at present consists of William Eddy, aged 31, Horatio Eddy, aged 28, Alice Eddy, aged 18, and Joe, the workman.

William Eddy has a pale and thoughtful look and is unusually quiet in deportment, Horatio is lively and jolly, full of song, music, mirth, wit and fun, Alice is a beautiful young woman and would hold her own among our loveliest New York belles. In fact the entire family are no strangers to good looks. Joe the servant is quite a character, of a runty appearance, and fills the office of fiddler to this medium trio.

The parents of the mediums are in the spirit life. The mother was a medium, likewise the grand, and also the

great grandmother. The father was a sceptic to the philosophy of Spiritualism, and no amount of evidence would change his views.

The great grandmother whose name was Margaret Reid, was arrested, tried, and sentenced to be hung as a witch in the days of the Salem witchcraft persecutions two hundred years ago. She escaped, however, by the aid of her two brave sons, aided by some neighbors, who, mounted on swift horses, dashed through the crowd, forced their way to the scaffold, cutting the rope already around her neck, carried her off in triumph, reached the coast, and safely sailed away to Scotland. In after years she returned, when the days of persecution were over, and died a peaceful death among her descendants.

William Eddy has the greater power for the materializing of spirits in the light circles, Horatio's power being somewhat of a different phase, controlling in dark circles. Both phases will be explained fully as we proceed in our narrative.

The lives of these young men have been greatly adventurous, and even exposed to many dangers. William was often hunted, and on one occasion was shot through the leg. Horatio was pursued and shot at fourteen times, but escaped. Subsequently he was badly stabbed in the breast, as he affirms, by a minister of the gospel.

Visitors are charged eight dollars per week for board and lodging, and there are no other expenses. There is an easy way of reaching the place by conveyance from Rutland. It is always well to address a note to Horatio before coming. Inquisitive and cynical persons, however, meet with a cool reception, and every visitor is an open book to the prophetic ken of the Eddy mediums.

The first seance that I attended was on Wednesday evening, March 17th. At 7 P. M., Mr. Brown, a brother-in-law of the mediums, announced to the visitors, while in the sitting-room, to take their seats up in the circle room. There were eight strangers and the family present. I was placed in the middle of the company, directly opposite the mysterious cabinet, and all were seated on a long backless bench, stretching the entire width of the room. William Eddy walked slowly towards the cabinet, or rather closet, dropped the curtain over the entrance, thrust it partly aside, and stepped in.

The light was partially lowered, then we were requested to join hands, and to hold on during the seance. The fiddle was tuned up and played upon by an amateur for about five minutes, when lo, and behold, a female robed in white came forth and stood in presence of all. Her dress was *en train*, and her hair hung in ringlets; she announced herself as the wife of Mr. Cooper, a visitor from England. He recognized the spirit. Had I seen that apparition in the room alone by myself, I would have been nearly frightened to death, and would have adopted the speediest mode to retire from the fascinating but unusual sight.

The second spirit was Lena Wooster, with an infant in her arms, cousin to Mr. Alexander Campbell, a visitor.

The third spirit was announced as Mary, a Catholic nun; she was robed in dazzling white, and was transcendantly beautiful, and nosed in an attitude of devotion, she seemed an angel of light and glory.

The fourth spirit was Mrs. Harris, mother to a visitor, and fully recognized by him.

The fifth spirit was an ancient Arab chief of great dignity of appearance; not recognized.

The sixth spirit was an elderly lady called Mrs. Eaton. She was the first to hold any talk with us. As she was well known to the family, Horatio Eddy requested her to dance. "No, I will not dance," replied she, in a loud, strong voice. "There is a time for all things. This is a time to pray, and to rejoice that the light of spiritual truth is dispelling the dark clouds of superstition and error; to know that we, your friends and kindred, still live, and can, under proper conditions, visit and hold intercourse with you."

Seventh spirit was Mrs. Phillips, a majestic looking female, and one of the controlling band of the mediums.

Eighth spirit was Robert Campbell, a brother to a visitor; the spirit was dressed in a dark blue uniform; he had been a soldier in the late war for the Union, serving in the 91st N. Y. Regiment.

Ninth spirit, an Indian maiden called "The Lady of the Lake." She was dressed in white, full Bloomer style, fancy cap on her head, and beaded moccasins on her feet. She asked for livelier music, and at once danced a polka, inviting a gentleman and lady from the audience to come up and dance with her. She had a nobly developed form, and for five minutes charmed all by her graceful movements and wondrously strange presence.

Tenth spirit was William Harris, uncle to a visitor.

Eleventh spirit was Mr. Brown, father to Edward Brown, master of the ceremonies. This spirit was the head and chief of the closet materializations. "Friends," said he, "we are glad to see you here this evening; but on account of the great storm of wind, we cannot make our manifestations as good as we desire; we may be able to do better to-morrow night. Spirits are subject to nature's laws, as mortals are. We do not want to keep our medium under control too long, as he is delicate, and will not live long. We bid you good night!"

JNO. OAKLEY.

## The School Room.

[This department will be conducted with reference to the practical work and wants of the teacher. Suggestions and information will be found pertaining to management, studies, government, methods of teaching, waking up mind, general culture and examinations. Dialogues and recitations (mainly original) will be presented, suitable for recitations, etc. We invite every practical teacher to contribute to render this department useful in the highest degree possible to the toilers in the school-room.]

### The Schoolhouse in the Lane.

Oh! childhood's days so sweet and fair,  
I dream of you to-day!  
Again I roam as free as air,  
Amid your scenes so gay!  
I join in all your sports of glee,  
A happy child again,  
And O, with gliding eyes I see  
The schoolhouse in the lane!

Chorus—It stands beside the mossy way,  
In mem'ry's dream again,  
And still I bless it day by day,  
The schoolhouse in the lane.

But where are now the faces bright,  
My comrades dear of old?  
Our merry games of pure delight?  
The tales of joy we told?  
Our sweetheart's, too, of long ago,  
We ne'er shall meet again,  
I wonder if they now would know  
The schoolhouse in the lane.

Chorus—

Oh, sweet the lessons there we learned  
From teachers kind and true;  
And long my weary heart has yearn'd  
To meet those skies of blue.  
For like a flow'r beside the scene,  
'Till life's dull, weary wane,  
Shall bloom in mem'ry, fresh and green,  
The schoolhouse in the lane.

Chorus—

### COMMENCEMENTS AND EXHIBITIONS.

Is the chief end of man to write essays and speak pieces? In other words, are boys and girls educated when they can do one or the other, or both? If *yes*, then our school exhibitions are all right, for they exhibit essays and speeches; if *no*, then our exhibitions are all wrong, for they bring up the whole company of perfected men and women (I say perfected, because education is intended to perfect our boys and girls), and, to our waiting ears and admiring eyes, they exhibit the perfections aforesaid in two classes, and two classes only—we can write an essay and we can speak a piece.

That a professional school should require its graduates to write thesis upon appointed topics pertaining to the profession, or speak a piece, if their profession requires of them work in that direction, is altogether proper. A theological seminary, a law institute, or a medical college, when commencement time comes (called commencement because it is the end), does the right thing when young men are brought out in well clothed propriety to exhibit their parts and make evident their proficiency. They do really exhibit the commodities which they have been manufacturing for the previous one, two, or three years.

But, on the other hand, when little boys and girls have learned the alphabet and multiplication table, and little else (more's the pity), it will not seem just the thing to have them, when exhibition day comes, be silent as to what they have learned, and make an exhibition of piece speaking.

Is it possible, I keep asking myself at the close of an unwonted series of exhibitions—is it possible to have our schools exhibit their work? Is it possible to have the stimulation and reward of an annual exhibition spent upon those pupils who have faithfully availed themselves of the opportunities of the school they attend, and not have them squandered upon the showy and shallow ones, who, by the art of dress, and the power of speech, and want of shyness, are able to win bouquets and murmurs, or outbreking of applause at the showy sham of a school exhibition?

I object to them all, that these occasions are not school exhibitions. They are exhibitions of what no school pretends to produce.

When a woolen mill invites visitors, it shows its machinery and its cloths. It does not exhibit pumpkins, potatoes, wheat and oats in its sample room or office, as if that were the best woolen mill that could show the finest farm produce. The folly of exhibiting one thing while producing another is confined mainly to schools and churches.

The question is a vital one, whether it be possible to arrange an exhibition for our schools which shall, on the one hand, be interesting enough to attract the necessary audience, and at the same time be truthful enough not to abuse and prostitute the children. That is to say, is it possible to make an exhibition of attainment in geography that will be at once truthful and interesting? Can a show be made of mathematical ability, or can intellectual discipline (which is, after all, the subtle and suggestive quality we seek to impart

to every learner)—can this quality of intellectual discipline be isolated and exhibited so as to arrest attention and provoke admiration?

There is need of an annual, or even semi-annual exhibition in all our schools, not for the sake of the pupils, perhaps, but for the education of the parents of the pupils, and of the community at large, that they become not weary in well doing—namely, in paying heavier and heavier taxes for the maintenance of our public schools.

In any community where a circus is the best paying entertainment, the school exhibition must approximate to the circus in order to please. To what extent, therefore, it is right and best to use young people for the amusement of their parents, is always a nice question. No general answer can be given. On the one hand, schools must not be made so severe and independent in their interior working as to be quite cut off from all sympathy with parents and the household. Neither, on the other hand, must the license and grace, and easy ways of a happy family, and the amusement of the grown up father and mother, be allowed allowed to overrun the severe methods and drill of the school.

While schools are young, and public sentiment but half reconciled to prodigal payments in their maintenance, the successful teacher will need to give about half his thoughts to amusing the public, and keeping his academy before their admiring eyes. By-and-by, however, it would seem as if the earnest teacher might devise a series of exhibitions which should really show a positive work for and in every pupil—an exhibition of which the principal feature shall not be the decorations of the school-room, the toilet of the girls, and the wonderful declamation of the boys.

Should declamation be required of our boys? Should speech making be a part of general education? If all men learn to make speeches, what shall we do for hearers? Where will lawyers find a jury? Would it not be proper to say that in every school the ratio of the school speakers to the scholars generally, should agree with the ratio of speakers to hearers in actual life? And, as four hundred is a reasonable audience, let our teachers train one orator to every four hundred pupils, selecting that one who is already nominated by his native gifts.

In like manner, what shall we say of essay writing, of which Milton says, in effect, that it is the supreme act of a thoroughly educated man, and, further, that it is in the highest degree unjust and injudicious to require this act of composition of beginners.

Letter writing may be necessary for all, but mere essay writing is not. And, in the deplorable tendency of the present day toward fine writing, in which nice words are so generally mistaken for valuable thoughts or facts, is it not possible that our school exhibitions, each one of which gives occasion and reward to fifteen or twenty useless essays, are in some degree chargeable for our present misfortune and low estate?

I acknowledge the difficulty of devising entertainment for assembled parents, and elder brothers and sisters, that shall be at once truthful as a show of the school, honest as a performance of the scholars, and entertaining to a miscellaneous audience. But will not all parents and teachers agree in this, that with one consent we should aim at the improvement of our school exhibitions in the particulars which I have indicated? Will not parents take pains to ask of teachers a little less amusement and a little more truthful exhibition? Will not teachers undertake, with some painstaking and ingenuity, to devise ways in which the real work and achievement of a school, in gross or detail, may be brought to the surface, and made distinctly to appear? In short, should not our school exhibitions educate at once their gathered audiences and the youth exhibited?—T. K. Beecher.

### THEORY OF TEACHING AND PRACTICE OF TEACHING.

THERE is such a thing as the science of teaching, which has its rules which cannot be violated without sufficient reason; yet, no teacher can keep any one of these rules in schools, as generally constituted, for a single day. We will illustrate by taking a single rule, and showing the impossibility of fully carrying it out. The followers of Pistoletti say, "Never tell a child what he can find out for himself." Some say that this rule has no exceptions, and teach under this conviction, year after year, without seeming to recognize the fact that they violate it scores of times each day. It will be most readily seen that to observe this rule is only possible when but a single pupil receives instruction at the same time. In other words, when a class of two or more is formed, the rule cannot be observed. Yet I have seen teachers of many years' experience who have studied and taught *methods* until they could hardly speak five minutes without bringing forward something in regard to their scientific methods. I have seen such teachers questioning a class of fifty pupils on the development system,

and violating this rule at almost every breath. Let us suppose a class of twenty pupils. Let us suppose the subject is division of one fraction by another. None of the class have any knowledge in regard to the subject. This is just such a class and such a subject as the development teacher wants, in order to show the results of the development plan to the best advantage. Now, the rule is, "Never tell a child what he can find out for himself." So the teacher begins by asking questions which are answered by the class until the rule for division may be deduced. But here is the difficulty. No pupil can answer a single question without telling that answer to the other nineteen of the class. Is not this just as bad as though the teacher told them, or as they read the statement in some book? I can see no difference.

Suppose a question be asked any member of the class, and the answer be not given. What shall be done? Tell the pupil? No. That would deprive him of all exercise of his own mind, and hence he would not be strengthened. The pupil must masticate, swallow, and digest his own intellectual food. It must be assimilated to his own mind. It must become a part of himself. This can only be accomplished by thinking. If another person think for him it does him no good. As well try to eat for him. Both are impossible. If the correct answer to a question be not given, it shows that the right question has not been asked, and the teacher should ask a more simple one, and keep thus doing until an answer is secured. Then, bringing upon each answer the question which is to follow, the mind is led inevitably up to the point of knowledge from which the answer to the first question concerning which the pupil at first failed, can be easily given.

This is the science of teaching. There is no question in regard to its supreme importance.

But here, difficulties in regard to observing the rule which we have quoted multiply. The item of time is a separate point of some value, which must be considered. If a teacher had infinite wisdom, and eternity in which to work, he might carry out the rule with a single scholar in some subjects of study, but never could with a class of twenty who occupy twenty different places in the scale of knowledge.

As it is in the case of this rule so it is in every other. The science of teaching is one thing; the practice of teaching is something quite different. They are related to each other in a way similar to that in which pure mathematics is related to mixed. The difficulty with some of our teachers is that they do not recognize this difference, though in practice they are obliged (unwittingly) to acknowledge it, in a way, however, that is sometimes laughable. They think they are keeping the rules which the science of teaching imposes, yet in fact they are violating them hundreds of times each day.

I would not say that these rules are unimportant. They are all-important. But let us understand their proper position and our real practice in relation to them.

No teacher can teach in every respect like anybody else. Take away the teacher's personality and you destroy the teacher. This personality must determine in some degree the methods. Thousands of little variations from strict scientific rules must be allowed. The teacher must consider time, place, age, advancement, mental peculiarities—every circumstance. Advantage must be taken of all these. Methods must be adapted to the nature of the child, and not the nature of the child to methods. The teachers must be alive and lively. What should we think of a musician who always played the same tune? The musician must strike different keys in various sequences and combinations.

Study methods by all means. Let us have more of the science of teaching reduced to practice, but don't profess to do what is not done. Let there be more catholicity of spirit among teachers. My method may be the best for me, yours for you; both equally good, yet not alike. Common sense without method (if such a condition can exist) is better than method without common sense (which sometimes appears to exist).

J. N. FRADENBURG.

### TEACHERS' MEETINGS.—IV.

BY PROFESSOR.

I WAS rather sorry when I thought the matter over that I had not waited to hear Miss — before I gave my ideas to the teachers. I came to the conclusion, that she would have something to say quite different from what I had advanced. When we were assembled I saw she had several sheets of paper in her hand, and knew at once that she had written out her views. I said, "Miss, will you give us your views as to the best means of curing sauciness in pupils?" She then said that she had put her ideas on paper, and would read them to us.

"The habit of speaking in a saucy or ill-bred manner has

two causes; one, is the desire of being smart—it is an attempt at wit; the other, is the desire to strike back—to cause pain, to wound. I think that most persons become saucy by association, through their companions. We never see children who are brought up in quiet and privacy exhibit this trait. They go out and hear epithets applied and they learn them. These terms originated in the wit of some one who was of a sharp, repelling disposition. As sauciness is something that has been learned it is something that must be restrained. It is in the mind, and may come out at any moment. I think it can only be cured by strict and heavy penalties. I would punish every child who was saucy by shutting them off from the rest. I do not believe in any milk-and-water treatment, I can assure you. If needful, I should come to the use of the rod without any compunctions of conscience. I think it is just as bad for a child to say to me, 'I won't till I'm a mind to,' as it is to strike me. The plans that have been given may answer for a few scholars, but nearly all can only be restrained by authority. There should be no trifling with the matter, nor enduring it until the pupil gets tired of doing it, or comes to the conclusion that we have no feeling. They despise us if we stand their saucy talk. I am for one, determined it shall not be done to me. If it comes to my being 'sauced' or leave teaching, I shall quickly do the latter, I assure you. I do not believe the teacher is paid to be made a butt for the rude and unfeeling of the school. In short, that it is one of the worst faults, and must be met in a most prompt and decided manner."

No sooner had Miss — closed her reading than the rest looked at me to see what I would say. It was, indeed, a gauntlet thrown down, and I questioned whether I should pick it up or not. On the whole, as it was, in the main a very sensible, though rather too strong announcement of the method of cure, I determined to let it stand without comment and to wait for developments. I, therefore, merely said, "Teachers, the ideas which have been uttered will bear digesting. Let us consider them; for next week modes of punishment will be discussed." I forgot to mention, that we have a secretary who keeps little memoranda of the proceedings, and enters them in a book. This book is a mine of practical methods, and I shall dig in it from time to time.

### CONDUCTING RECITATIONS.

Two of the more important objects of the recitation were discussed in the preceding paper. These objects were stated to be—(1) To develop the power of clear and consecutive thought, and (2) to cultivate the habit of concise and accurate expression.

To think clearly and to express thought with ease and precision imply also an increase in the attainments of the pupil. Subjects for study are placed before the mind as occasions for its activity or exercise. An increase of knowledge carries with it an increase of power. Lessons are assigned which are to be mastered. The recitation, when properly conducted, will determine exactly how far this mastery of subjects has been effected by the pupil. Hence it may be affirmed:

3. That another object of the recitation is to test the accuracy and extent of the attainments of the class. Each and every lesson should afford the proof of new conquests by the learner. It should demonstrate that some truth unknown before has been added to his mental stock, or that something hitherto dimly perceived has ripened into clear conviction, perhaps fruition. In the absence of this assured result, or at least of some approach to it, the recitation has failed in its purpose, and the time and labor of all concerned in it may be accounted a loss. All real progress in education must necessarily be slow. There is neither a royal road nor a railroad to the temple of learning. Nevertheless, there ought to be positive progress with each day, and an additional conquest, however small, with each encounter in the class room. To aim at these definite and positive results should be the ambition of every teacher; and, although he may not always realize them, he will accomplish vastly more than by rambling and discursive effort.

4. It is an object of the recitation to increase the attainments of the class, to add to the knowledge which its members may have acquired in their study hours.

A teacher whose acquirements are limited to the text books he uses can never achieve real success in conducting his recitations. "A good schoolmaster," says Guizot, "must know much more than he is called upon to teach, in order that he may teach with intelligence and taste." It is a question worthy of consideration whether the ambition and love of study inspired in a class by a scholarly, skillful and enthusiastic teacher are not worth more to the pupils than all the studying they are able to do. What is more contagious than example? What is more glorious than a noble example as an inspiration to worthy deeds? The teacher who does not show that he can go beyond the text books in his search after truth, and enrich the

knowledge which his pupils have acquired by copious additions to it from his own well furnished storehouse, is lacking in the first element of power in his great work. This is, in fact, one of the true secrets of power in teaching. It secures the confidence, it arouses the interest, it commands the respect and admiration of the class, and supplies the most needful conditions to its progress. Hence, let the teacher ever go before his pupils in the class room full of his subject, all aglow with its spirit, ready to meet every difficulty, to answer every objection and supply every omission that may arise in the course of the sharp drill that is to follow.

5. The recitation should determine the habits of study which each pupil is forming, and correct whatever may be faulty in his method, as well as eliminate the errors that are revealed in his knowledge of subjects.

Man has been not inaptly denominated "a bundle of habits." Education is the development of character through the process employed in forming right habits. The character of an individual is the sum total of the habits he has formed. If the latter are good, the former are good; if bad, bad. The great aim of the educator, therefore, should be to form good habits and only good habits. The recitation affords the best indications as to the quality of the mental habits of the pupils. The teacher should be a close observer of these indications, and should strive to teach his pupils how to study. The education of any individual is far advanced when he has learned the best methods of using the faculties in this pursuit of knowledge and in discharging the manifold duties of his station in life. To correct errors in the method of using the faculties is the surest way to prevent errors in the knowledge of the subjects taught. Errors in the mastery of facts and principles are the result of a wrong use of the faculties. Therefore, let precision and accuracy in mental labor be the constant care of those who guide and direct the education of our children and youth. To secure these is one of the prime objects of the recitation.

Finally, any statement of the true theory of the recitation will be incomplete which does not refer to its moral uses. Brought into such intimate relations with his pupils as is the teacher during this vital and oft-recurring occasion, it would be strange indeed if he should omit to make full use of his power and influence to develop in them all that is kindly and winning in manner, pure and upright in heart, noble and lovely in life and character. And here the power of the teacher must be almost wholly in a spotless example. He is the inspiring genius of the occasion. His spirit must be gentle, his manners winning, his temper even, his judgment cool, and his decisions prompt and just. With such a moral frame of mind, joined to scholarly attainments and professional skill, his influence over the hearts as well as the intellects of his pupils will be almost without limit, silently and gently moulding their characters to that standard of excellence which embodies all that is pure, lovely, and of good report.—*W. F. Phelps.*

### THE SPIRIT OF MISCHIEF.

(UNDER the title of "Timmy," a supposed school-boy, Rev. A. D. Mayo shows that good government is the outcome of self-knowledge and self-government.)

For the real question in the schoolroom is only one phase of the old problem of human life: "How to bring a human being into a proper disposition of mind and body to receive good instruction in wisdom and holiness."

Anybody can repeat the facts and rules of good learning, or map out the ways of wisdom and virtue, to everybody; provided the pupil will put himself in the fit position to "receive with meekness the engrafted word."

Vain is the little school-ma'am accomplishment of high-school lore; vain her "general culture;" vain her utmost skill in "natural methods" of teaching; she may be the top graduate of Vassar, or the flower of the girls in her city; but she must learn how to dispose of Timmy; not by putting him out, but by putting him into some vital relation to the remainder of her school, or she must leave her great hope at once behind her and subside. Does she know what to do with Timmy? for if she does not, she must step aside and let the woman come in who does know. Only womanhood can divine what to do with him; can spell out, one by one, the mysterious characters in the soul of that little wild boy; feel the way to his motives, and learn the art of leading him out of his lower confused self into the new life of union with his kind, and loving obedience to divine law, as mirrored in the face of his beloved teacher.

We doubt not our new mistress learned that lesson betimes; for the other day we looked in upon her and found her in a state of beautiful, peaceful activity; the world in the school-room moving like a fine musical symphony. "Timmy" was not extirpated from the souls of the little ones, but somehow won over to the side of order and law,

so that the view once expended in crazy antics of every sort was now utilized to beat the time and move the whole childish community on its way.

We suspect the central point in her discipline was reached when she discovered that Timmy was a part of herself, and she must learn to control the wild, impulsive, perverse child in her own nature before she could handle the wildcat boy outside. And in proportion as that was achieved, the school fell into line.

The "primary method," the corner-stone of the good teacher's character, is the divine art of self-conquest. Without the subjection and conversion of the Timmy in yourself, all gifts and graces in the schoolroom are but "sounding brass and a tinkling cymbal." But with your own soul well in hand, the way is open for all things beautiful and true in the conduct of the school, in the journey through the life that now is towards the life that is to come.—*N. E. School Journal.*

### THE EXAMINATION OF TEACHERS.

To say that one can teach only what he knows, is but stating a truism. But the fact, notwithstanding its concise expression, is the basis of the whole system of licenses to teach, and in it this system has its reason. Incomplete as the tests for teachers' licenses are admitted to be, it is upon them that we are at present depending, and possibly shall be obliged to depend for some time to come to secure a high standard of teaching success. A little reflection, however, must convince every one that there is a mischievous tendency in esteeming mere scholarship tests, which are the ones almost solely relied upon, competent to determine professional preparation. It is an indirect admission that the business of teaching is but the communication of a certain amount of knowledge.

Even were it admitted that the end of teaching is the communication of a certain amount of knowledge, there is necessarily a *how* implied as well as a *what*. We are none of us too old to remember that we discovered the difference between knowledge and skill while we were yet pupils in school. The "Board of Examiners" before which our teachers sat, before which every teacher sits day by day, intuitively honors clearness, efficiency, and tact in teaching much more than mere knowledge. When those in authority are as surely led by intelligence as children are by intuition, they will test, honor, and remunerate skill in imparting instruction, as mere book knowledge is now tested, honored, and remunerated. When that good time comes, schools for the training of teachers will be felt to be a necessity, and will receive the encouragement and take the rank to which their work entitles them.

But the ability to impart instruction is only a small part of a teacher's professional duty, particularly in the elementary schools. There is everything to be done in the cultivation of character; in the rooting out of bad habits, and the formation of new ones. There is to be developed truthfulness, unselfishness, obedience, order, promptness, neatness, confidence, caution. Indeed, the great work of the elementary teacher is the formation of correct habits. When this has been successfully done, not only is the future school success assured, but the foundation of all success has been securely laid.

You know as well as your committee, that a teacher can no more lift his pupils to standards of excellence which are not found in his own character, that he can no more make children unselfish, truthful, prompt, or orderly, when lacking these qualifications himself, than he can teach arithmetic or grammar without a knowledge of these subjects. And as it is not the best scholar who can impart his knowledge the most skillfully, so it is not always the loftiest character that has the most tact and patience to lift up and inspire to the best things possible to them a room full of variously constituted children, gathered from a variety of home influences, and under the control of evil habits. To do this there is demanded a clearness of apprehension, a readiness of sympathy, a gentleness of nature, a firmness of will, a reverence for truth, and an unwavering self-command, which are not always found conjoined, even in most excellent people.—*Delia A. Lathrop, in National Teacher.*

The spring term of Genesee Wesleyan Seminary has opened under the most favorable circumstances, and gives promise of a future success unknown in the history of the school. The attendance is larger than it has been at the same period for quite a number of years, and additions are being made to the roll of pupils no longer at a recent meeting of the trustees a transfer was made of all the property of Genesee College to the Seminary, in accordance with the recent acts of the Legislature, and the latter institution now finds itself on a sound financial basis. The work of raising the repair fund is progressing rapidly, and the indications are that the whole sum required, \$15,000, will soon be secured.

Altogether, the prospects of the Seminary were never better, and all have reason to rejoice that it is so full of promise, and the noble work it has done in the training and education of the young is to be continued with greater vigor and effectiveness than ever before.

# New York School Journal

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## BECAUSE.

THERE are efficient causes that have resulted in placing the teacher's calling at the foot of all others, in public estimation. The question is not what do teachers deserve of the public; it is rather what they get. There is no difference of opinion as to the intrinsic usefulness, the dignity, the honor of the profession. Why these are not apparent to the common eye is, undoubtedly, 1: Because of the occupation itself. It seems to be pretty small, and unworthy the work of a man to give his days to keeping children still, teaching the elements of knowledge, and punishing the disobedient. This feeling is a tarnish cast on the profession by those who have in past years stood in the place of teachers—undeserving, unqualified. 2: Because of the strain and confining labor of the school room. There is none so great, and there are few who having done this can do more during the same 24 hours. Yet they must. For their profession's sake they must know and do more than the work on their classes. 3: Because they have not sufficiently respected the profession. They have allowed themselves to absorb the popular scorn of a life devoted to dispelling darkness and ignorance. Let such refresh themselves by looking back to the divine JESUS. 4: Because of a want of unity. There is a so-called unity in conventions, institutes, and associations; that is accidental.—There is needed a solid brotherhoodism. The fact that the man before you is a teacher in "good and regular standing" should be sufficient to awaken your warmest sympathies, and this could be greatly fostered by Teachers' "Lodges," "Unions" to which the good only could obtain access. 5: Because of a lack of a knowledge of the principles that underlie his arts. A teacher may answer questions in arithmetic, geography, and grammar, and be wholly unable to answer as to what were the views of Pestalozzi, or Froebel; or, indeed, to come closer, as effects of prizes on children, what we mean by the faculty of judgment, what a thought is, etc. So many are to-day what they were at the date of their

certificate (or even less), and worse than this, are content to remain so, that the whole profession is palsied. 6: Because there is, as a result of this deficiency of knowledge of principle, a lack of professional feeling. It is this that causes so many to leave it. Professional feeling ties together those in a common calling. Our profession singularly lack this. There should be an association of teachers who should pronounce upon the fitness of every one who essays to teach. And it makes no difference whether the law recognizes such a society or not; there should be one in each county, and also for each State. It would lead to the best results. 7: Because, from all the causes above named, there is a lack of enthusiasm. The number of those who have spirit and pride in their work; who will take measures to improve themselves; who desire to know what their brethren are doing to (rejoice in their success); to examine the thoughts of others on this perpetually important question—is few. As editors of a paper that has in every way possible attempted to benefit teachers, we must come in contact, of course, with the earnest, the wide-awake, and the intelligent. We, therefore, conclude that there must be a large number who never take the slightest interest in what others are doing. They teach that "twice two makes four"—that "and nothing more." What a really attractive person an enthusiastic teacher is! To young or old he is welcome. He enters the school room and his pupils rejoice; he meets with his fellow teachers and his hearty grasp of the hand conveys volumes; he is indispensable at institutes and associations. In no calling is enthusiasm so necessary; in none is it more charming.

To correct the evils under which our noble profession labors, honor it: go beyond the daily task of the schoolroom; cultivate a feeling of interest in your fellow laborers; study into its underlying principles, and have pride and enthusiasm in knowing and employing them, and in seeing the beneficent effects that education produces in this sad world.

THE University Mound College was burned April 4. It was a three-story and basement frame building, with about sixty students. The fire was kindled, it is supposed, by lately discharged Chinese employees. The building is a total loss and but few articles of furniture were saved. No lives were lost. One student was suffocated, but was rescued. The institution was under the control of the Presbyterian denomination, and is a preparatory school for the University of California. The loss to the trustees is from \$40,000 to \$50,400. The teachers and pupils lose from \$5,000 to \$10,000 additional. The insurance is \$25,000.

THE little girl who is trying to reckon up how much money she has spent, and how much she should have left, is evidently in difficulty. The "example" does not seem to "prove." It is interesting to see that knowledge may save even children from anxiety and perplexity.

## THE PROPOSITION OF THE CATHOLICS.

A LARGE number of papers have been opened by us that contain "marked" articles on this question. We see no attempt "to endanger the civil peace" in it. They say that they have 30,000 children in their schools costing them about \$200,000 annually. As this comes on a poor class of people, they desire aid. The Board of Education cannot help them by portioning out the public money, and the schools remain under their present management. As well might Professors Charlier and Farr ask for money to carry on their schools. Nor do the Catholics expect it. They have made a proposition which may possibly be made practical, that puts their buildings and property under the entire control of the Board. At all events, it will be best to wait and see what the Special Committee report. One thing may be relied on, the Board of Education will do the just and fair thing.

THE publishers of Webster's Unabridged Dictionary have just added four pages of colored illustrations, representing the arms of the States and Territories, the arms and flags of various nations, the naval flags of the United States, etc., thus adding another to the many useful and attractive features of this great work.

AN examination for the cadetship in the Naval Academy at Annapolis (in the gift of Hon. A. S. Hewitt) was held at the College of the City of New York, last Saturday. President Webb, Commodore McCrea, and Rev. E. McGlynn being examiners. The number of candidates was 30, of which 22 only entered the lists. In a short time all but three were set aside as not standing any chance: these three were John F. Luby, John P. Fawcett, and Frederick W. Styles. The committee selected Master Luby, he receiving 51 credits, and he will be appointed by Mr. Hewitt.

WE have received the first number of the *Brooklyn Journal of Education*. It has good articles in it on educational matters, and also notes on science and art. It is nicely printed, and therefore looks inviting in a typographical point of view. There is apparently room for magazines like this; it would seem that teachers would take the deepest interest in discussing the principles that underlie their labors. Were this the case, the *Brooklyn Journal* would be hailed with gladness. Whether it is so or not, it deserves a welcome from every teacher.

ON the fifth of March, Mr. J. P. Wickersham, Superintendent of the Pennsylvania Schools, reached his semi-centennial birthday. A number of his friends assembled at his office and presented him with an elegant gold watch, got up with all the modern improvements. He was congratulated on the faithfulness with which he had performed his duties. We beg to add our congratulations. The whole country honor a man who has with dignity, with good judgment, with expanding foresight, administered the educational affairs of Pennsylvania.

## THE NEW YORK BOARD OF EDUCATION.

The Commissioners met April 7th.

**Present**—Commissioners Neilson, Baker, Dowd, Farr, Fuller, Halsted, Herring, Jenkins, Klamroth, Man, Traud, Vermilye, Kelly, Matthewson, Seligman, Patterson, Townsend, and West.

**Absent**—Lewis.

### COMMUNICATIONS FROM TRUSTEES.

A communication was received from the Trustees of the Thirteenth Ward asking for a Colored School. To Committee on Colored Schools.

From the Trustees of the Eighteenth Ward explaining the early closing of schools on St. Patrick's Day. On file.

From Trustees of Ninth Ward for additional lot of ground next to G. S. No. 3. To Sites.

From Trustees of the Twelfth Ward asking for \$10,400 to pay for furniture for new school-house in One Hundred and Twenty-eighth street. To Finance.

From Trustees of the Seventeenth Ward asking for \$10,000 for furniture, and \$5,500 for heating apparatus. To Finance.

From Trustees of the Sixth Ward, asking authority to rehire the branch building attached to Ward School No. 23. To Buildings.

From same, asking that the elevators in the Ward schools No. 23 and 24 be put in order. To Buildings.

From Trustees of the Eleventh Ward, to hire premises 194 and 196 Seventh street, at a rent of \$2,500. To Buildings.

From Trustees of the Nineteenth Ward, asking authority to erect a G. S. in East 75th street. To Buildings.

From Trustees of the Twenty-second Ward, asking authority to rehire building in 52d street, at a rent of \$1,800. To Buildings.

From Trustees of the Twenty-third Ward, withdrawing the application for hiring premises on 146th street, and substitute the building on 142d street, at a rent of \$600. Also asking for an appropriation of \$250, to furnish three classrooms in G. S. No. 60. To Buildings.

From Trustees of the Seventeenth Ward applying for a new piano for M. D. of G. S. No. 13. To School Furniture.

From the same, to repair the desks, settees, etc., in the schools of the ward. To School Furniture.

From the Trustees of the Twenty-third Ward, asking for \$150 for desks for principal of P. D., G. S. No. 61, also one for principal of G. S. No. 60. To Furniture.

From Trustees of the Eleventh Ward, to pay Miss Pit-hick \$81.55, also Miss E. P. Richards, \$11.67, and Miss E. F. Adams \$9, deducted for absence. To Teachers.

From Trustees of the Twelfth Ward, asking to have Miss Agnes Milne paid balance of salary, \$30. To Teachers.

From Trustees of the Eighteenth Ward, asking that Miss Hatch be paid her salary. To Teachers.

From the Trustees of the Eighteenth Ward relative to the salary of Miss Ellen Hoyt, G. S. No. 50, requesting its payment. To Teachers.

From the Trustees of the Nineteenth Ward, asking that

the salary Miss L. M. Johnson be increased to \$2,006. To Teachers.

From Trustees of the Twenty-second Ward, asking authority to rehire building in Fifty-second street, used by P. D. No. 41. To Buildings.

From Trustees of the Twelfth Ward, asking that Mr. G. Miller, Principal of G. S. No. 52, be transferred to G. S. No. 54, without change of salary. To Teachers.

From Trustees of the Fifth Ward, withdrawing the nomination of Miss Louise Higgins as Principal of P. D. No. 44, and submitting the name of Miss Maggie Byrne. To Teachers.

From Trustees of the 1st, 4th, 5th, 9th, 10th, 12th, 13th, 15th, 16th, 17th, 18th, 20th, 21st, 22d, and 23d Wards, to excuse absence of teachers. To Teachers.

From Trustees of the Eighteenth Ward, asking for an assistant teacher in P. D. G. S. 40. To Teachers.

From Trustees of the Twenty-fourth Ward, asking permission to advertise for heating apparatus. To Warming and Ventilation.

From same, to complete building at Fordham. To Buildings.

From same, for furniture for building at Fordham. To Furniture.

#### MISCELLANEOUS COMMITTEES.

From the City Superintendent reporting a violation of the by-laws respecting corporal punishment. To By-Laws.

From Superintendent of Treasury stating that 615 cases had been investigated. One pupil had been placed in the Juvenile Asylum, and two committed to the Board of Charities and Corrections, these last being the first cases occurring under the Compulsory Law.

From Board of Estimate and Apportionment. To Finance.

From citizens of the Twenty-fourth Ward remonstrating against closing the school at William's Bridge. To By-Laws.

From Juvenile Guardian Society asking that truants be assigned to their school. To By-Laws.

From Harrison, Bradford & Co. as to steel pens. To Supplies.

From Adam Weber tendering his resignation as Trustee. To Trustees.

From Miss L. Higgins relative to her nomination for Principal of P. D., G. S. No. 44.

From Miss J. Stewart relative to a nomination for Principal of P. D., G. S. No. 44.

From W. B. Mott relative to painting, &c., in the Sixth Ward. To Buildings.

From Board of Health relative to sanitary condition of G. S. No. 9. Put on file.

A communication was received from the boys of G. S. 35, requesting permission to obtain a suitable hall to hold their annual reception in; this was concurred in by Principal Forbes and Inspector McGagnew.

Commissioner Halsted moved the petition be granted.

Commissioner Farr moved an amendment, providing it cost the pupils nothing.

Commissioner West moved another amendment, providing it cost the Board nothing.

Commissioner Matthewson thought if the boys wanted to spend ten dollars for hiring rooms, that was their look out; they should be permitted to do so.

Commissioner Farr said that he objected to any expense to the children, because some with generous hearts would not be able to contribute anything. He was informed that it cost this school \$1,000 last year.

Commissioner Herring said that the permission to obtain a room should carry with it the privileges that others would have in obtaining a room. The trustees and teachers are the best judges of what is needed in the case.

Commissioner Man agreed with the last speaker.

Commissioner Jenkins said he approved of leaving it with the trustees. He stated that it did not cost \$300 last year, which was not much for so large a school.

Commissioner Townsend said he did not see how it was to be done unless the boys were permitted to run it. Some one has got to pay money.

Commissioner West's amendment, that the Board be at no expense, was adopted.

Commissioner Farr's amendment was lost, and thus the petition was granted.

From Myer Stern, asking for the apportionment of school money for Hebrew Orphan Asylum. To Finance.

From John Stephenson, resigning his position as Trustee. To Trustees.

The Committee on Teachers recommended the appointment of Miss Mary J. Dowling, as Principal of P. D., G. S. 44. Adopted.

The same Committee recommended the appointment of J. G. McNary as Principal of G. S. No. 1. Adopted.

The Committee on By-Laws recommended the appointment of Theo. Reeves as Agent of Truancy. Adopted.

The Committee on Trustees nominated John Ham and Samuel B. Vaudusen be appointed Trustees; the former for the Fifth Ward, the latter for the 21st Ward. Adopted.

From Committee on Teachers, recommending to pay salary to James Keiley, pending his appeal. Adopted.

From Committee on Course of Study, declining Mr. H. C. Jarrett's proposition. Adopted.

From Committee on School Furniture against purchasing carpet for platform of G. D. G. S. 33. Adopted.

From Committee on School Furniture, recommending the purchase of three new pianos for schools in Twelfth Ward. To Finance.

From Committee on Colored Schools, recommending the discontinuance of Colored School No. 6. Adopted.

From Committee on Evening Schools relative to paying teachers for services, Messrs. Doyle, McHugh and Cavanagh. Adopted.

From same, adverse to paying F. J. Coleman for services. Adopted.

From Committee on Warming and Ventilation, authorizing Trustees of the Nineteenth Ward to advertise for proposals for new heating apparatus in G. S. 18. Adopted.

From Committee on Buildings, adverse to erecting a new building for G. S. 37. Adopted.

From the same, authorizing Trustees of the Twenty-fourth Ward to rehire premises occupied by P. S. 48. Adopted.

From same, adverse to rehiring premises 15 and 17 Third street, for three years. Adopted.

From Committee on Buildings abolishing the office of Inspector of Buildings. Adopted.

From the Finance Committee appropriating \$126 for book closets for P. S. No. 33. Adopted.

From same appropriating \$187 for an awning for Ship St. St. Marys. Adopted.

From same relative to a claim of Josiah Jex relative to rent of premises corner of Broadway and Forty-second street, offering \$875 to settle. Adopted.

From same appropriating \$225 for Normal College diplomas. Adopted.

From the same appropriating \$6,000 for a lot on East Seventy-fifth street. Adopted.

From the same declining to pay the bills of Trustees of the Seventh Ward for postage, &c. Adopted.

From the same appropriating \$730 to repair G. S. No. 15, damaged by fire.

Commissioner Herring introduced a resolution to procure a copy of the Revised Statutes for the use of the Board. Commissioner Beardslee moved to add the Session Laws, which was agreed to. It then passed. Adjourned.

#### THE EVENING HIGH SCHOOL.

The closing exercises of the Evening High School took place at Steinway Hall, on Tuesday evening last. The school, under the efficient management of Mr. J. S. Babcock, has achieved a marked usefulness and success.

EX-SENATOR HAMLIN has achieved more notoriety by smuggling in a change in the postal law than by any other act of his life. Two-cent Hamlin!

SCRIBNER'S NEW BOOK STORE.—The new, elegant, and capacious rooms of the Messrs. Scribner, at Nos. 743-5 Broadway, are worthy of a visit by every lover of books. The whole of the first floor is devoted to the exhibition of their miscellaneous, imported and educational publications; the basement, too, is full of books. The second floor is devoted to their two magazines—*Scribner's* and *St. Nicholas*; here Dr. Holland and Messrs. Dodge have their editorial rooms. In walking between the elegant cases, the wish came strongly up that Mr. Charles Scribner, the honorable founder, could have lived to see the harvest which his labor and ability has brought forth.

EVANS, PEAKE & Co. have a large stock of imported goods at 380 Broadway, and are offering them at favorable terms.

Their importations of Alpacas, Mohairs and Brilliantines are of the very finest description, the beauty of finish being fully equal to that of the best silk, while for durability they are far preferable.

#### BROOKLYN.

##### PUBLIC SCHOOL NO. 15.

THIS school is situated at the corner of Third avenue and State street. The building is large, and with the exception of the first floor, the rooms are light and commodious. Especial attention seems to be paid to ventilation, every room had one or more windows open, and the atmosphere had none of the close unwholesome smell so frequently observable in school-rooms. The principal, Mr. S. G. Taylor, is a teacher of long experience, possessing a refined character and a taste for things beautiful and pleasant in the school-

room. He believes in prompt obedience, and that the best government is self-government. Hence his efforts are to induce his pupils to understand that his rules are devised for their benefit and protection exclusively. There is quite apparent here among the scholars a cheerful industry, a feeling of confidence as though within the walls of their own homes. There are under Mr. Taylor's supervision 2,000 pupils; thirty-eight teachers are employed, and if these are to be judged by the demeanor of their pupils, they certainly are admirably fitted for their work. We visited the two highest classes, and found them pursuing algebra, geometry, chemistry, &c. Mr. Taylor (and we suppose this is true of the other principals) supplies his own apparatus. This is a singular state of things, that the city of Brooklyn should put the cost of maintaining a High School (in part at least,) and all the ambition and pluck of managing one half of such an institution on the principals of its public schools. In these classes the girls are four times as many as the boys. A desk or two of girls, then one of boys, &c.—This, Mr. Taylor says, gives perfect satisfaction; no objections are made by parents, and the behavior of each sex is marked with propriety.

#### NEWARK, N. J.

At the last meeting of the Board of Education the resignations of Miss Minnie B. Churchill, assistant in the High School; Mrs. Hattie Van Winkle, vice-principal in Webster street Grammar School; Mrs. Carrie D. Powers, assistant in Spruce street Primary School; and Miss Alida Van Wyck, assistant in South Market street Primary School, were accepted.

Miss Laura P. Hill was promoted to the place vacated by Miss Churchill; Miss Jane M. Courter was transferred from the South Market street Grammar School to the Webster street school in place of Mrs. Van Winkle; Miss Lizzie Leffingwell, was appointed assistant in South Market street Primary School, and Miss Jennie Morris assistant in Spruce street Primary School in place of Mrs. Powers.

Miss Lena A. Bosworth, of the High School, and Mary E. Bonsell, of South Tenth street Primary School, have leave of absence on account of ill-health, and Miss Jane L. Weldon was appointed assistant in South Tenth street school during Miss Bonsell's absence.

It was deemed inexpedient to establish a daily Normal School. The above appointment of Miss Hill gives great satisfaction as she is a teacher of marked ability.

THE third annual meeting of the Warren County, N. J., Institute was held last week at Rahway.

The Institute opened on Feb. 30th, and continued four days. A most excellent programme of work was carried out. Prof. Charles Davies, of New York, gave three lectures on Mathematics. Samuel Lockwood, of Monmouth County lectured twice. Hon. B. G. Northrop, of New Haven Conn., delivered two lectures, one entitled "The New Era in Europe, and its lesson to us," was especially interesting. N. A. Calkins, of New York, presented many useful points in elementary instruction. Prof. W. D. Heyer, of Elizabeth, talked upon Natural History, and used crayon like a second Agassiz. Prof. Lewis M. Johnson, Principal of the State Normal School, treated composition, and E. A. Appgar, Botany and Map Drawing.

Sup't. Anderson, of Rahway, presented the claims of Physiology and Hygiene, and Prof. Watson, of Elizabeth, Elocution. The complete success of the Institute was due to the wise selection by the State Superintendent Appgar, of men fully competent to perform the parts assigned to them, and to County Superintendent N. W. Pease, in the skillful management of the Institute. Several of the leading teachers present speak of it as the best County Institute they ever attended. It was held in the New Opera House, and was well attended by the citizens. W. B. D.

THREE young men were walking along, one belonged to the (river in South America) race, another to the (mountains in Europe) race, and the third to (a peninsula in Asia) race. They all spoke the language of (large islands in the Atlantic ocean). They met two of their companions whose names were (a river in Russia) and (a large city in Texas). The river in Russia said "let's stop in (the capital of Mississippi) restaurant and get some lunch." One of them that belonged to (the peninsula in Asia) race bade them "good bye," saying (two cities in North Carolina) were at his house. The waiter, who was very obliging, brought them some (city in Peru) beans, and some (lake in Utah,) beside the things they had ordered. The city in Texas said, "come with me while I buy a hat; they all went with him to a store which happened to be their friend's (a city in Kentucky), and he chose a (isthmus between Central America and South America). As they were returning home a messenger came up to them and said that the river in Asia's wife (a Southern State), was very ill, and his friends left him, telling him to have (a cape on the coast of Africa).

## SPECIAL PREMIUM.

As many of the teachers have expressed a desire to obtain the Abbott Microscope, we will give to every one who sends \$2.75 to this office (not to an agent) a copy of the JOURNAL for one year, also either the "Gem" or "Pocket" Microscope the price of each is \$1.50. These instruments are probably the best of any of their kind in the market.

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Also, The Gem Microscope, which magnifies about 100 diameters, or 10,000 times the area, shows animalcules in stagnant water, blood or milk globules, even better than microscopes of many times its cost. It leads young minds to investigate the hidden mysteries and beauties of minute creation. Price, \$1.50. Orders may be sent as above, and the instrument will be sent postpaid. Both the "Pocket" and the "G" will be sent to one address for \$2.25.



## METALINE.

(Our attention has been called by one of our subscribers in the city (for which we return thanks), to an article on plumbago, which appeared some weeks since in the JOURNAL, to the discovery and importance of metaline). It was applied to the engine of E. S. Higgins & Co. Before trying metaline, they had tried almost everything else, viz., tallow, black lead, sulphur, etc.; but the work was so severe that it was found impossible to run the engine without heating the slides so hot that they were obliged to throw water upon them to reduce the excessive heat. They have used a barrel of tallow per week. Since the application of metaline, the slides have run cool, have given no trouble, and have been in every way satisfactory.

It is a solid substance with which all kinds of machinery can be run without lubricants. With it sewing-machines need no oiling, wagons need no greasing, and steam-engines can be run in a parlor without noise and without the dirty smell of oil. In one of our public schools a Wheeler and Wilson sewing-machine has been run for the past four or five months, has never been oiled or cleaned, has been constantly worked, and has been inspected by hundreds of visitors. Wagons have been driven about our streets for months that have never been greased, and run easier than with the best axle-grease yet discovered. Engines and machinery of every description have been working for four or five years in scores of our first manufactories, needing no oil, care, or attention, never wearing, and seemingly as perfect as when first started. Very little publicity has been given to this marvelous invention, as the parties controlling it desired to test it beyond all possible question before giving it to the public.

In appearance Metaline looks like lead, or, rather, like the inside of a lead-pencil. It is made into small plugs, about a quarter of an inch in diameter and an inch or two long.

These plugs are then cut into short pieces, and inserted in shallow holes bored in the surface of the parts of the machinery where oil is ordinarily used. For small things, like cotton-spindles and parts of a sewing machine, the Metaline, in a powdered state, is pressed by means of steel molds into very minute holes bored in the bearing surface, as it is called, that is, the part where the friction occurs. When once applied the machinery never needs oiling, and the metaline needs no renewal.

A locomotive on the Harlem Railroad has been running with it for the past two months. One of the German steamships used it on its last trip across the Atlantic. One of our large silk-mills and several cotton mills are applying it to their spindles.

PROF. SIMON NEWCOMB, who has been requested by the trustees of the Lick fund to make investigations concerning the cost of a great equatorial telescope for the California University, expects to sail for Europe soon, and while there to visit the glass factories of Birmingham and Paris to find where he can get glass of the requisite quality for the lens designed to be larger than that in the great telescope at Washington.

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"I believe that free government is a political application of the Christian theory of life; that at the base of the republican system lies the Golden Rule; and that to be a good citizen of the United States one ought to be imbued with the spirit of Christianity, and to believe in and act upon the teachings of Jesus. He condemned self-seeking, covetousness, hypocrisy, class-distinctions, envy, malice, undue and ignoble ambition; and He inculcated self restraint repression of the lower and meaner passions, love to the neighbor, contentment, gentleness, regard for the rights and happiness of others, and respect for the law. It seems to me that the vices He condemned are those also which are dangerous to the perpetuity of republican government; and that the principles He inculcated may be properly used as tests of the merits of a political system or a public policy. In this spirit I have written, believing that thus 'government of the people, by the people, and for the people,' can be most clearly justified and explained."

As a volume of advice on the leading questions of contemporary politics, addressed by a thoughtful and conscientious father to a bright boy of sixteen or seventeen, who had been already familiarized by the household talk and newspaper reading with political nomenclature and the relations and in some slight degree the history of existing parties, it may be highly commended. It would be difficult to find, indeed, a safer guide for a young man getting ready to "cast his first ballot."—*The Nation, N. Y.*

Mr. Nordhoff has done a mainly and beneficent work in the preparation of this book, which wise men of all parties will be glad to see their young people studying closely and understandingly.—*N. Y. Tribune.*

It is a successful attempt to explain in language at once intelligible and attractive to boys and girls all the leading principles of our government, of politics and political economy. \* \* \* It would be an admirable treatise to be taught in all our public schools.—*Chicago Advance.*

The book is a short and very clear account of the reason of governments, the things which government can and ought to do, and the things which it can not do and ought not to attempt, and the principles which ought to prevail in its treatment, by legislature or administration, of the things which properly come within its province. It is thus a treatise of political ethics and of political economy, and an excellent one.—*N. Y. World.*

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## Educational News.

## ILLINOIS.

WE held, last Saturday, at Summerfield, a most interesting and profitable session of our local institute at Lebanon. The following papers were read: "Professional Protests," Miss Kate Parker; "Kirkham's Grammar," Rev. Royce; "Kindergarten," translation from the German, Prof. Schneider. The foregoing persons are teachers in Lebanon public schools. Prof. E. E. Edmonds, of McKendru College, read an interesting and instructive paper on Methods of Teaching the Natural Sciences in the Common Schools; Prof. J. C. Scott read one on the Past, Present and Future of Teaching, which was excellent. My paper was upon the Itinerant Phase of Teaching, or How to Join the Guild. An interesting address was made by Prof. Hammond, County Superintendent Andrian County, Mo., and Principal of Boys' High School, Mexico, Mo.; on the Utility of the Disciplinary, or Common Branches of Study. I attended on Saturday, 20th inst., an interesting session of the City Teacher's Institute, at Belleville, county seat of St. Clair County, Ill. Thirty-seven teachers were present. The subject of text book teaching of Grammar was vigorously discussed pro. and con. by Prof. Edward, of Lebanon; Slade, principal Belleville school; Raab, Belleville superintendent, myself and others. The majority favored a series of language lessons, or rather language discipline. A wholesome rule makes the attendance of their teachers compulsory, by depriving them of a day's pay for absence. Their sessions are on Saturday, A. M., from 10 to 12, once a month.

ROBERT A. TYSON.

## MARYLAND.

THE first County Institute of the year was held at Port Deposit. It was a great success. More than ninety per cent. of the teachers were present at every session; and the citizens showed their interest and appreciation also. The generous hospitality of the ladies will long be remembered. All the members of the County School Board were present from the beginning to the end of the Institute, without the loss of an hour. In addition to the usual programme of exercises, there was a very interesting lecture by Rev. Dr. Nelson, of St. John's College; also an evening's "readings," by Mr. McCully, of Philadelphia, and two instructive lectures on the physical geography of Maryland, by Prof. George L. Smith, of the State Normal School.

## CHARLIER INSTITUTE.

ALPHA.—Whoever you are, accept my thanks for your article on Dr. Anthon. I also believe in drill and discipline, but not in the rod, unless in extreme cases, which ought to be carefully and prudently studied. Where I was brought up, in Neuchatel, Switzerland, where Agassiz and Guyot were my professors, no teacher was ever allowed to touch a pupil. I remember to have been punished physically but once by my father. But then we were not taught to obey! Were we not treated as boys till we were twenty-one or more? Were we not drilled like the centurian's servant: go, come, do this or that?

Now, the trouble of teachers is not with the boys, but with their parents. It is a perpetual battle with them. They are rich, they can move freely, and they allow their children to grow *a la grace de Dieu*.

A few facts out of my daily experience:

April 1. Pupil A. comes to school at 9½, brings an excuse; he overslept himself, was not waked up, he had been allowed to visit a friend on previous evening, remained with them till 10½, returned home and went to bed at 11 o'clock.

Pupils B. and C. are absent from school April 1st and 2d. They are poor, very poor pupils, and have received from their parents two days of extra vacation because they have promised to do better in future. They return to school on Monday, April 5th, and, of course, have no lessons prepared.

Pupil D., April 1st, arrives at 9½ o'clock, brings an excuse, went to the opera on previous evening, could not get up; of course most of his lessons are missed.

And I could go on every day and recite three to five similar cases.

To be just, it must be said that those good parents represent about one-third of the whole. The saddest part of it is that nearly all of them are natives, *bona fide* blue blood Americans. Foreigners, Germans especially, bring up their children as they ought to be brought up. Must we wonder if they take the lead?

Now, Mr. Alpha, I have given you a bone for a new article, put flesh around it. Of course leave me in prudent darkness.

Yours truly, ELIE CHARLIER.

JOHN HOPKINS' UNIVERSITY.—President Gilman, of the University of California, has accepted the presidency, and

will enter on his duties in the fall. The question is "What will he do with it?" The newspapers have taken up the subject, and if there is safety in a multitude of counselors, President Gilman's safety is assured. Three different plans have been suggested, and each has its advocates. 1st. That a college should be established which shall be to Maryland and the nation what Harvard is to Massachusetts and the North, or what the University of Virginia is to Virginia and the South. 2d. That a university should be founded whose course shall begin where the ordinary college curriculum ends. 3d. That the general scheme of the new university should embrace both of the preceding plans. The indications are that the trustees incline towards the second plan; but "there's a destiny that shapes our ends, rough hew them as we may." A university, like a poet, "*nascitur, non fit*." That is to say, it cannot be made exactly to order.

IN Bollinger Co., Missouri, the teachers held an institute and talked up the subject of wages. They thought they ought to have better pay; some went so far as to hint that forty-five dollars a month was not too much. Whereupon, what do the penny-wise directors of this county do? Why, they meet and pass a resolution that they "will not allow more than thirty dollars a month for teachers' wages." We shall not blame the good teachers of this county if they move out and let Messrs. Fisher, Fowler and Co. have none but "thirty dollar" teachers. If we were going West we would prefer to move into a county that was reputed to pay high prices for education.

THE Grammar and High Schools of Attleboro, Mass., all closed with interesting examination exercises, and will reopen Monday, April 12th. J. V. Jackman, Principal of the Pleasant street schools, gave his scholars four prizes as follows: For the best drawing Sarah A. McCrillis received the book entitled Headley's Island of Fire. For the greatest per cent. of perfect lessons Lula A. Bullard received Baker's Tributaries of the Nile, a gift from S. H. Howe, Esq. For greatest improvement in writing S. Frances Giles received Alger's Sunny Side. To the scholar who procured the most school visitors, Charlotte A. Howe received Barnard's Handel and Haydn. In the evening the High School gave an exhibition.

## THE COUNTRY SCHOOL MA'AM THE EMBLEM OF SPRING.

JUST as much an accompaniment of the return of spring as the ground hog, or the blue bird, or the robin, or the violets is she, for more charming than any of these objects is she, and yet the country school ma'am isn't mentioned by the poets who reel out stanzas by the yard, ostensibly adapted to the season. There is no delusion about her; she never blunders and appears a little ahead of time as the ground hog and the birds will do. Her appearance indicates a *bona fide* spring. Just when the country roads are first dry enough for travel, when the blue birch sprouts in the woods are supple and thrifty enough with flowing sap to curl caressingly about the jacket of a flagellated boy, when the annual house cleaning has left the farmers' wives prepared for her boarding 'round, she comes, and her presence is the little heaven which leaveneth the whole loaf of rural society. Already she is appearing here and there, and already, in an occasional schoolhouse at the cross roads, she is queening it over her sturdy subjects, who will dream away the summer beneath her sway in that plain room, enjoying a *dolce far niente* all unappreciated, which in after life will be always unattainable. Who among us that is country bred does not carry about with him a mental picture of that school room, where his name is carved on the desk in front of the one he occupied, and of the school ma'am, who always came with the spring, a product of that season and its first emblem. Away, then, with the old emblems, and elevate her to the dignity she merits. Watch henceforth not for the first bird of spring, but for the first school ma'am, and then sing of the opening season. She is a proper and artistic embassadress of the advancing Queen of flowers, trimly clad in calico, rosy cheeked and warm blooded, with a womanly dignity about her, and the first liverworts in bloom brought by the children and placed upon the plain desk before her.—*Evening Telegram*.

## THE ANOMALIES AND IRREGULARITIES OF ENGLISH ORTHOGRAPHY.

TO THE EDITORS OF THE NEW YORK SCHOOL JOURNAL:

THE present *furor* in regard to the spelling matches, which rage like an epidemic, and yet a very disease it is, invite special attention to the perplexing irregularities and inconsistencies of English orthography. These arise largely from the complex nature of the language itself, drawn, as it has been, from the dialects of nearly every living, and almost every dead race since the Babel dispersion. As all teachers well know, the spelling of our vernacular has come to be a mat-

ter almost wholly of memory, and it is not a subject of wonder therefore, that adults even, and much more young pupils and foreigners, are greatly perplexed in many instances.

Any rational attempt to remove even partially these difficulties is certainly to be welcomed and feared. Dr. Franklin, as is well known, proposed a complete phonetic system, and urged his views upon Dr. Webster. Thus Dr. Franklin would have spelled reason, reeson; is, iz, etc. Dr. Webster, however, aware that such a wholesale reconstruction of the form of the language could not probably be effected, much more wisely set himself to the task of proposing to the public the removal of certain irregularities, and the introduction, where practicable, of certain simple and easily applied rules. Take the following as an example:

"In adding English formatives as *ing*, *ed*, *er*, etc., a single consonant at the end of a word is doubled when the accent falls on the last syllable; as, *begin'ning*, *refer'ed*, &c.; but is not doubled when the accent falls on any preceding syllable; as, *gar'dener*, &c.," under which rule the following words should be spelled as here given:

Apparel-ing-ed-er	Big'ot-ed
But Rebel-ling-led, &c.,	Besot'ed-ting, &c.
So of Meter	Defense as well as
As well as Dia-meter	Expense, &c.
So, derivatives of dull, skill, will and full retain the ll; as—	
Dullness	Skillful
Fullness	Willful

Like stillness, illness, stiffness, gruffness, crossness, &c., to prevent the inconvenience of exceptions.

How much of perplexity and inconvenience would be avoided by the universal adoption of these and other of Dr. Webster's rules. They have already prevailed to a large extent, and been adopted by a large preponderance of the American people, but are not yet fully understood by all, and it would seem need but to be so, to secure general acceptance.

Few persons, who have not given the matter particular attention, are aware in how great a preponderance of cases the changes in orthography which Dr. Webster recommended have prevailed universally, compared with those not adopted, or in regard to which there is a diversity of usage. Probably nineteen out of every twenty of the words in regard to which Webster proposed an improved orthography, are now almost universally spelled after his method. In Todd's, Johnson's dictionary, edited by Worcester, and published in the year preceding the appearance of Webster's large work, under the single letter A, there are one hundred and twenty-one words the termination of which is given as *ck*, as *Almanack*, *Angelick*, *Antick*, *Atheistick*, *Athletick*, etc., showing this to have been the general usage at that time. The omission of *k* is now universal, as in *Music*, *Public*, *Antic*, &c. The same proportion runs through the other letters of the alphabet. So in regard to *favour*, *honour*, *neighbour*, etc. Now given honor, etc.

PEDAGOGICUS.

## CORPORAL PUNISHMENT.

WHILE much has been written and said respecting corporal punishment in schools, little attention has been paid to a matter which in some respects is more pernicious, it seems to us, than the occasional use of the rod. We refer to the excessive kindness (?) of some teachers. The tones of the voice are modulated to sounds of melting tenderness; the inflections are of that circumflex kind which betrays unsounded depths of affection; every request is so beseeching in its tone that the child must be a stony-hearted wretch who would refuse; in short, the teacher is guilty of an affected mannerism which is little short of disgusting. The objections to this vice are numerous and serious.

In the first place, its effects upon the teacher are deplorable, since few feel the gushing affection which the manner implies; and a lie acted is as bad as a lie spoken. Persons who have fallen into this habit do not always succeed in leaving it in their school-rooms, and society is sometimes encouragingly patted on the head in the same way.

The effect is equally bad on the pupils. The little ones may be imposed upon for a time, but "murder will out," and the sweet inflections will lose their power after a while. Such relations between teacher and pupil are unnatural, and render discipline a dangerous and delicate task; it amounts to a personal difficulty.

But this is not all. This hot-house nurture is not the preparation one needs to meet the experiences of life. It is no kindness to a child to shield him from every hardship, and step in between every violated law and its penalty.

The teacher should be natural in manner, and should treat the children as she treats others—sensibly. There are better ways of showing interest in them than by smiles and inflections and the patronizing air, which even teachers of adults sometimes assume, betrays a lack of ability to forget self, which is a confession of weakness and shallowness.—*Illinois Schoolmaster*.

A GERMAN jeweler, named Consalk of Norwich, Ct., has invented a clock of which the whole discernible mechanism is a transparent dial-plate and a pair of black walnut hands. The latter turn loosely on a pivot, and if whirled in different directions will immediately readjust themselves to the exact time. Indeed they may be taken off altogether for hours, and upon restoration, point the true hour and minute, as before.

A LONG ISLAND taxpayer made the following speech: "Mr. Chairman, I arise to stand up, and I am not backward to come forward to support the grand question of education; for, Mr. Chairman, without education I would be as ignorant as you are yourself, Mr. Chairman."

IN REFERENCE to the fact that German plants were found in French soil after the German invasion, we may state that a similar phenomenon has been observed before. *Lepidium draba* was introduced into England by the English troops who failed in the attempt to land on Walcheren in 1809. The gain from the herb was probably greater than the loss from the war. In 1811 many plants from the Don became acclimatized in the Rhone Valley and vicinity of Paris. The most notable improvement on record of any spontaneous flora is perhaps the addition to the Alsatian grasses by the introduction of Algerian species. These plants, although coming from a warm climate, have secured a firm footing in their new home, and rendered fertile a number of places which had remained up to that time barren and fruitless.

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Home Journal, Dec. 23, 1874; N. Y. Observer, Dec. 24, 1874; Christian Intelligencer, Feb. 11, 1875; The Methodist, Feb. 20, 1875; Evening Mail, March 1, 1875; Mother's Magazine, March, 1875; The School Journal, March 13, 1875; The School Journal, Feb. 13, 1875; The Baptist Union, Feb. 2, 1875; The Church Journal, March 31, 1875; Moore's Rural New Yorker, April 3, 1875; Pheological Journal, March, 1875.

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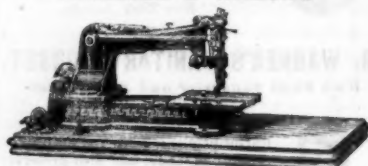
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We, manufacturers of boots and shoes, are using Wheeler & Wilson's New No. 6 Sewing Machine in all kinds of stitching on our work, and confidently believe that it will supersede all others in this branch of manufactures, for the following reasons:

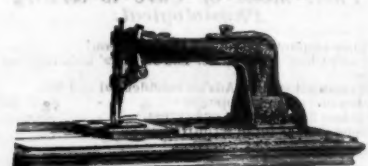
1. The work done by this machine is superior to that of any other in variety, amount, excellence and beauty.
2. This machine is more durable than any other of its class, requiring much less outlay for repairs and renewal of parts.
3. It does the cutting or staying of button holes in a most elegant and substantial manner, without the expense of royalty.

In short, because by the use of this machine we can turn out superior work at less cost than with any other.

(Signed by many.)

It is fast superseding all other machines for leather work.

WHEELER &amp; WILSON'S



## NEW No. 7

## MACHINE,

now for the first time introduced to the public, ranks in excellence with their famous No. 6 Machine, but has some modifications adapting it to special classes of work. The Tailor will find it as well suited to his work as is No. 6 to leather work. It might properly be termed the Tailor's Machine.

Send for Circular to

Wheeler &amp; Wilson Mfg Co.,

No. 44 Fourteenth St., New York.

\$20 BONDS.

\$20 BONDS.

## CITY BUREAU

FOR THE SALE OF THE

First Mortgage Premium Bonds

OF THE

## Industrial Exhibition Company,

SECURED BY A TRUST DEED OF THE WHOLE

PROPERTY, AUTHORIZED BY A SPECIAL

ACT OF THE LEGISLATURE OF THE

STATE OF NEW YORK, PASSED

APRIL 29th, 1874.

## The Purchaser of a \$20 Bond

Will receive for his Bond at the time of redemption the amount invested, and a bonus in lieu of interest. The interest on the whole Loan is unequally distributed in Premiums ranging from \$100,000 downwards. In no case can a bondholder receive less than \$21, and may become entitled to any of the following sums:

JANUARY AND JULY		APRIL AND OCTOBER	
IN EACH YEAR.		IN EACH YEAR.	
\$100,000	\$500	\$35,000	\$500
\$10,000	\$500	\$10,000	\$500
5,000	200	5,000	200
3,000	100	3,000	200
1,000	50	1,000	50

Four distributions per year—January, April, July and October—which will continue until the whole loan is redeemed. These Bonds are placed at the small denomination of \$20, in order to bring them within the reach of those who have hitherto been debarred from taking an interest in large undertakings.

Every one will here find a safe investment, with guaranteed interest, and the additional opportunity of obtaining a very large sum of money.

It is the most equitable system of Finance now in use, as the holder of the Bonds and the Company are equally benefited. One half of the Loan, say ten millions, will be invested in Mortgage and Government Bonds, the interest on which will pay off the Bonds of the Company, and the residue in the lands and Crystal Palace Building, which secures the Bondholders by a Trust Deed.

All Future allotments will be made precisely as announced. It will be an inflexible rule not to publish the names of the holders of the Bonds which obtain premiums.

Apply for Bonds, or circulars, or information to

ALBERT WELLES,

67 University Place.

BUREAU FOR THE SALE BY INSTALLMENT OF THE

FIRST MORTGAGE

Premium Bonds of the Industrial Exhibition Company.

[From the Herald Sept. 8, 1874.]

## THE INDUSTRIAL EXHIBITION.

Yesterday afternoon Tammany Hall was filled by a respectable gathering to witness the first premium allotment of the Industrial Exhibition Bonds, which event inaugurated a new epoch in American finance. The system upon which the drawing was made is one which comes to America with the highest European endorsement. The French, Prussian and other governments have raised immense sums—over \$600,000,000 in gold by means of this system, which is the creation of the Rothschilds. In the opening address, F. A. Alberger, President of the Company, stated at great length the workings of the system, saying, in the course of the explanation, that as each bond cost only \$20 it was within the power of the workingman and tradesman, to assist in one of the greatest enterprises that New York City had ever taken in hand. The system, besides the foreign prestige and experience spoken of, has the sanction of the Legislature of the State by Special enactment.

Some time since a detailed account of the plans of the Industrial Exhibition Company were published in the Herald. To re-state the object of the Company tersely, it is to build on what is now known as the "Cattle Yards," between Ninety-eighth and One-hundred and second streets, near Central Park, a Crystal Palace, which is to serve as a perpetual museum, exhibition and sales mart, for the industries of the nations of the earth. It is hoped to have the buildings finished in 1876, so that all the products and works of art which have been at Philadelphia on exhibition, can be brought here and left permanently as a monument to American and foreign industry.

Bonds by Draft on New York City Banks, by Registered Letter, or Post Office Money Order.

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**WATER AS A REMEDY.**—Along with its great coadjutors, light and heat, water fructifies the earth and causes it to bring forth plant, and flower, and grain, and fruit, in their season. It is the source of purification throughout the world, and an essential part of the food of man and beast, and every living thing. And in addition to all this vast array of uses and benefits it is to mankind an invaluable medicine. If used in combination with ice, or in the form of ice, it acts as a refrigerant, diminishing heat and action, and restoring the tone of weakened capillaries. If employed by means of what is called a "pack," or in the form of the vapor bath, it becomes a most powerful diaphoretic, driving the blood to the surface, exciting the exhalants into vigorous action, so as to remove a large portion of serum and along therewith a quantity of any morbid matter that may happen to be in the system. I have known several instances in which the vapor bath has exerted an almost magical influence in the commencement of bronchial pneumonia.

The first patient upon whom I employed it was my own son when he was about four years of age. The disease attacked him in a violent form. His pulse rose to more than 160, and his respiration to 72. In six hours the force of the inflammation was subdued. I employed this practice upon my own responsibility. There was a time when the warm bath was prescribed for the convulsions and colics of children, and vapor was used to break up a cold or a fever, but latterly, I believe, this practice has been generally abandoned.

There is an institution in this city which proposes, I believe, to cure all forms of chronic diseases by means of rubbing and passive motion. The system is called the Swedish movement cure; but I doubt if Sweden ever saw one-tenth of the curious inventions which are thus ascribed to her. There is every kind of mechanism driven by steam to fulfill the objects designed, and if the molecular theory of our modern scientists be true, and heat and light and life and everything be only a mode of motion, then the pretensions of this establishment, comprehensive as they are, may not prove to be so extravagant as at first sight they appear. I believe that this treatment is admirably adapted to promote absorption and restore the tone of parts that are weak from long disease or otherwise, or that are partially paralyzed, and that if it were employed in such cases, in conjunction with electricity or galvanism, it would often be attended with the most satisfactory results.—Dr. Hart.

**SLEEP OF INSECTS.**—An insect composes itself to sleep with its antennae folded. Some of the beetles adjust them to their breast; the butterfly seeks some particular aspect of a tree, and folds vertically its wings, throws back the antennae, and remains motionless and insensible to all external circumstances. When caterpillars, which are insatiable feeders, are observed resting immovably with their heads bent down, they are asleep. The geometra may be remarked stretched out for hours projected from a twig, resembling the angular stem of those trees they are feeding upon; and the processionary caterpillars, whose night-marches in marshalled communities are regulated with such remarkable exactness that they resemble battalions platooning over a field, "in strict love of fellowship combined," in passing the day in inaction, spend it in repose.

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**SPENCERIAN**

Double-Elastic

**STEEL PENS**

Were sold in 1874—being a gain of more than 1,000,000 over the year previous.

The Spencerian Steel Pens are universally used in the Commercial Colleges throughout the U. S., more largely than any others by the United States Government, and quite generally in the Banks, Counting Houses and Schools of the country; and are for sale by the trade generally.

We claim for the Spencerian, superiority over all other pens in durability, elasticity, flexibility, and in evenness of point.

The Spencerian Pens are comprised in 15 numbers, varying in flexibility and fineness of point, and, for the convenience of those who may wish to try them, we will send a card containing a sample of each number by mail, securely enclosed, on receipt of 25 cents.

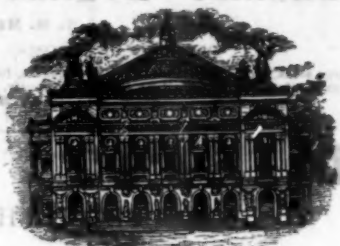
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1875.

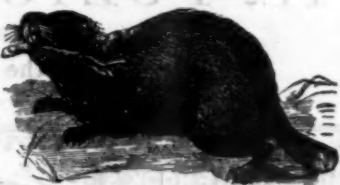
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**DOUBLE FACED & DOUBLE WARP BLACK ALPACAS.**

BEAVER BRAND



[TRADE MARK PATENTED.]

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Are Handsomer than ever for Spring Wear.

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**"SABLE BRAND."**



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These beautiful goods are sold by most of the leading Dry Goods Retailers throughout the United States.

Purchasers will know these goods, as a ticket is attached to each piece bearing a picture of the Opera House, a Beaver, or a Sable.

Also, Pure Silk Warp Black Alpacos.

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Special attention given to heating and ventilating school houses and all buildings requiring thorough ventilation.

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**Catarrh!**

"Catarrh of the Nasal Passages, Throat, and Throat," a pamphlet by A. H. Williamson, M. D., late Clinical Physician in the University Medical College. Price, 15 cents. Address, 25 East 20th Street.

"Dr. Williamson's long experience and success in the treatment of Catarrhal and Throat affections renders valuable whatever comes from his pen."—Journal of Medical Science.

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**ODONT.**

For the TEETH, I will send a small box, together with a tooth brush, to any address, free, on receipt of 25 cents.

W. H. L. BARTLETT,

315 West 21st St., N. Y.

W. J. STEWART, DENTIST,

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Artificial Teeth a Specialty. A set as low as \$10.00. For the extraction of Teeth, without pain, Dr. Ambrose, a regular and experienced Physician, will administer Chloroform or Ether. The Lungs and Heart always examined by the Stethoscope. Work done out of the City.

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DR. BOND'S CHEMICAL ANTIDOTES unite with and destroy the virus of Cancer and Skin Affections, but will not affect the healthy part. Patients may visit the city and remain while under treatment at the Penna. Cancer Institute (one of the handsomest marble edifices in the city), and the finest remedial Institute in the country. Remedies, with full directions, sent to any part of world.

Send for pamphlets and particulars. Address,

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## STATEMENT OF

## The Mutual Life Insurance Company of New-York,

F. S. WINSTON, President,

FOR THE YEAR ENDING DECEMBER 31, 1874.

## ANNUITY ACCOUNT.

No.	ANNU. PAY'TS.	No.	ANNU. PAY'TS.
In force, Jan. 1st, 1874,.....47	\$22,000 00	In force, Jan. 1st, 1875,.....49	\$26,633 00
Terminated,.....3	4,701 00	Terminated,.....1	48 00
50	\$26,701 00	50	\$26,701 00

## INSURANCE ACCOUNT.

No.	ANNU. PAY'TS.	No.	ANNU. PAY'TS.
In force, Jan. 1st, 1874,.....86,416	\$289,505,536	In force, Jan. 1st, 1875,.....90,914	\$301,333,736
Terminated,.....12,736	38,126,906	Terminated,.....8,226	20,704,016
99,152	\$327,632,442	99,173	\$327,632,442

## REVENUE ACCOUNT.

Dr.	Cr.
To Balance from last account.....\$62,363,157 38	By paid Death and Endowment Claims, \$1,482,645 79
" Premiums received.....15,851,078 35	" " Annuities.....20,250 37
" Interest and Rents.....4,306,074 95	" " Dividends.....2,961,197 11
	" " Surrendered Policies and Additions.....4,984,615 36
	" " Commissions (payment of current and extinguishment of future).....800,499 96
	" " Expenses and Taxes.....794,690 88
	Balance to New Account.....69,157,411 81
	\$62,330,310 68

## BALANCE SHEET.

Dr.	Cr.
To Reserve at four per cent.....\$67,911,199 47	By Bonds and Mortgages.....\$20,916,058 39
" Claims by Death, not yet due.....442,306 79	" United States and New-York State Stocks.....8,023,375 39
" Post-mortem Dividends, due on demand.....38,830 47	" Real Estate.....2,767,373 99
" Premiums paid in advance.....34,191 22	" Cash in Banks and Trust Companies at Interest.....2,425,822 84
" Undivided Surplus.....4,040,442 11	" Interest accrued.....1,080,928 15
	" Premiums deferred, quarterly and semi-annual.....1,096,073 19
	" Premiums in transit, principally for December.....126,225 28
	" Balances due by Agents.....12,509 34
	\$72,446,970 06

From the Undivided Surplus a Dividend will be apportioned to each Policy which shall be in force at the anniversary in 1875.

I have carefully examined the foregoing Statement, and find the same correct.  
January 20th, 1875.

ISAAC F. LLOYD, Auditor.

NOTE.—By act of the Trustees the membership of this Company is limited to one hundred thousand insured lives.

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Chance in a Lifetime.

"THERE is a TIDE in the affairs of MAN  
which taken at the flood leads on to FORTUNE."

500,000 Dollars for \$100,

IN THE GREAT

EXTRAORDINARY DRAWING

April 22, 1875.

1,200,000 Dollars in Prizes.

Only 16,000 Tickets. 1 Prize to every 7 Tickets.  
1 Prize of.....300,000 Dollars  
1 Prize of.....100,000  
1 Prize of.....50,000  
3 Prizes of 25,000 each.....50,000  
4 Prizes of 10,000 each.....40,000  
12 Prizes of 5,000 each.....60,000  
2 Prizes of 1,000 each.....2,000  
473 Prizes of 500 each.....236,500  
1601 Prizes amounting to.....161,500

2007 Prizes. Amount Drawn, 1,300,000 Dollars  
All the Prizes above stated are Drawn at this Drawing.  
Price in Currency—Whole Tickets, \$100;  
Halves, \$50; Quarters, \$25; Fifths, \$20; Tenths,  
\$10; Twentieths, \$5.

Prizes cashed. Circulars sent free. Highest prize paid  
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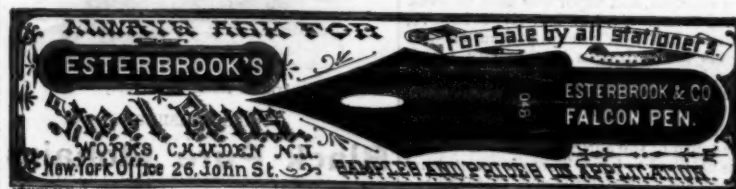
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Liberal commissions will be given to capable and responsible parties who mean business. Previous fam-  
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an addition to their income, to correspond  
with the

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Life Insurance Company,

17 &amp; 19 WARREN ST.,

who will make special terms with gentlemen  
of character and influence to represent us.  
The advantages we offer are such that Teachers  
will be able to insure with us, although for  
various reasons they cannot entertain the  
offers of other companies.

The merits of the plan inaugurated by  
the

## Universal Life Insurance Co.

OF NEW YORK,

are—  
1. Premiums about 20 per cent. less than  
those charged by the Mutual companies.  
2. A straightforward and definite contract,  
liberal in its terms.  
3. Claims paid in 30 days after satisfactory  
proof of death.  
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